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ABSTRACT

These four issues of "ACCT Trustee Quarterly" present 35 articles on topics of concern to community college trustees, including finance, administration, and mission. Specific articles cover: (1) public relations (C. Akemann and M. Hopkins); (2) president selection (A. Bailey); (3) board/president relations (D. Bryant); (4) educators as trustees (T. Dean); (5) working with four-year colleges (A. Kettles); (6) college mission (S. Marsee); (7) cooperation with industry (W. Meardy); (8) trustee ethics (N. Podet); (9) interim presidency (B. Barringer); (10) president role (R. Carpenter); (11) crisis management (R. Evans and H. Milander); (12) responding to societal issues (G. Eyre); (13) strategic planning (W. Groff); (14) a tax issue campaign planning model (W. Hierstein); (15) athletics (A. Morrison); (16) improving retention (P. Pulliams); (17) trustees and politics (B. Roberts); (18) international technical training (G. Bryant); (19) competency-based instruction (D. Evans); (20) opportunities in high technology (R. Legg); (21) institutional control (D. Miller); (22) board self-evaluation (J. Perkins); (23) Canadian community colleges (B. Stephenson); (24) community college advocacy (J. Whiteman); (25) financial problems (B. Wissore); (26) marketing (J. Biundo and B. Stewart); (27) improving board effectiveness (H. Carnathan, J. Hayden, and A. Southerland); (28) partnerships with business (B. Davis); (29) retaining technical faculty (M. Goudreault); (30) increasing productivity (K. Hunter); (31) long-range planning (V. Kerr); (32) energy conservation (J. Martin); (33) president/board cooperation (C. Peterson); (34) community relations (E. Scarrow); and (35) student financial aid (R. Tyler). (KL)

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Sally Hutchins, Editor

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TRUSTEE QUARTERLY

Volume 6 Number 1 Winter 1981-82

Contents

Community College Public Relations ..... *Carole Akemann, Mark L. Hopkins* 1

Presidential Search and Selection—One Community College's Approach ..... *Archie H. Bailey* 4

Board/President Relations: Conversing With The Board ..... *Donald W. Bryant* 9

Professional Educators As Trustees: Confirmation Or Cooperation? ..... *C. Thomas Dean* 13

Working Arrangements With Four-Year Colleges And Universities ..... *Ann C. Kettles* 18

Credo For A (New) President ..... *Stuart E. Marsee* 21

The Super Competitors: The Community College Response ..... *William H. Meardy* 26

How To Look Good, Be Good And Stay Out Of Trouble—Trustee Ethics ..... *Norma Y. Podet* 30

Index—Volume 5 (Winter 1980-81 through Fall 1981) ..... inside back cover.

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Community College Public Relations

Carole Akemann,
Director of Public Information
Mark L. Hopkins, President
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Elgin, Illinois

Community colleges are often described as people's colleges. They provide tremendous accessibility to higher education for many people by virtue of their low cost, location, and comprehensive programming. The community college cannot, however, attempt to be all things to all people. From a public relations perspective, it also cannot try to communicate all things to all people in the same way.

The term "public relations" is bandied about quite a bit. For purposes of this article, public relations will be defined as the process of shaping and maintaining favorable attitudes toward the institution by disseminating the right information, through the right medium, through the right people, at the right time.

Good public relations has its foundation in solid research and well defined long and short-term institutional goals. Without this foundation, the director of a community college public relations program is like a pilot flying without a flight plan.

A candid institutional self-study is the critical first step toward an effective public relations program. The college must take a long honest look at itself to identify its unique strengths as well as its weaknesses. This involves an analysis of all programs and services, the opinions and attitudes of all internal publics (the board, administration, faculty, staff, students, advisory committees, and alumni) and the opinions and attitudes of such external groups as business and industry, public school officials, legislators, and service organizations. The "identity" or "image" of the institution will emerge from such a study.

The public relations program must then be true to the institution's proven abilities. Results of the self-study may require reconsideration of what the institution is communicating and the way it is communicating. Taking the time to determine what makes the institution unique and promoting those points will yield higher returns than employing gut feeling and generalized claims.

A major part of an institutional self-study is an analysis of who the college presently enrolls and which groups support the institution, financially and otherwise. The characteristics and opinions of currently enrolled students have implications for recruiting, retention, and public relations and are the basis for intelligently locating and successfully attracting new markets. Once the college has identified the publics it hopes to attract, it must gather the maximum amount of information about them. The public relations program can then have the accuracy of a rifle rather than the scattered effect of a shotgun.

The last critical step is the establishment of long-term and short-term institutional goals which reflect the self-study. Public relations is a dynamic process that involves institutional commitment beginning with the board and chief executive officer. Actions taken by board members, administrators, faculty and classified staff all contribute to the identity that the institution hopes to achieve or

maintain. Public relations strategies should be incorporated into departmental objectives on all levels. The director of public relations cannot be viewed as a modern day "Lone Ranger". Successful public relations will result from a well-orchestrated institutional approach that begins at the top.

With the benefit of long- and short-term goals based on an institutional self-study, the public relations office can develop and maintain an aggressive program of communicating with the various publics of the college. This is a never-ending process of repetition. Regardless of the medium used, the message must be consistent.

The means used to communicate with the various publics of the college are diverse. Which means or tools to be used should be determined by research, experience, and budgetary considerations. The potential and limitations of each medium must be analyzed and planned programs developed on a short-term and long-term basis. The following list of media represents effective ways to disseminate information to various college publics:

Community newspapers, radio stations, television stations
High school newspapers, radio stations, television stations
College newspapers, radio stations, television stations
Direct mail that is targeted
Publications
Newsletters that are targeted to students, staff, special interest groups
House organs of other institutions (hospitals, chambers of commerce, etc.)
Articles in professional publications
Speeches
Letters
Posters
Billboards
Bulletin boards
Stickers, buttons, T-shirts, book bags
Post cards
Films
Slide tape presentations
Video tape presentations
Records
Telephone
Radio or television shows produced by the college
Mobile van for information and registration
Exhibits and displays
Paid advertising (newspaper, magazine, broadcast)

Regardless of the media mix determined by the college, the elements of consistency and repetition must be seen not only in written communications such as news releases, advertisements and publications but in the selection of graphics and photographs, and in personal presentations and audio-visual productions. Each medium used should contribute to the identity of the college.

No medium is a substitute for personal contact. It is an active, two-way process. Well-informed and dynamic college representatives should take your message into the communities served on a regular basis. One person cannot do the job effectively.

The following is a list of various ways a college can incorporate personal contact into its public relations program:

Back to School Nights for Adults
College Nights
Career Expos
Mobile Information van
Faculty exchanges
Cooperative faculty in-service with high school faculty
Traveling art, music, and theatre productions
Speaker's Service
High school visitations
Staff memberships in community organizations
Special recruiters for special interest groups
Open Houses

Whenever possible, letters and direct mail

pieces should be personalized. They should be targeted to a specific audience, tell a specific story, and seek a specific response. Publications should accent the institution's unique strengths and communicate essential facts so that the reader wants to know more.

Perhaps the most critical form of communication is word of mouth. Every student, staff member, and visitor to the college contributes to this powerful tool. If a person has had a bad experience at the institution, it may color his or her attitude and the attitudes of the people around them regardless of other communications that the college is sending. Students, staff, and visitors are going to endorse or criticize your products. Every step should be taken to insure a successful experience. The influence of word of mouth communication reinforces the need for the institution to be well aware of the attitudes and opinions of its "consumers". It also reinforces the concept of institutional commitment to good public relations and the reality that every staff member contributes to the college's identity whether it is a secretary answering a telephone correctly or a faculty member doing an outstanding job in the classroom.

Because of the institutional nature of public relations, the director of public relations should be affiliated with the office of the chief executive. The director of public relations should be in a position to advise the chief executive of public relations issues and problems and ways to solve them.

No product, including education, sells itself unless it is known to the individual and has worth to the individual. The ultimate goal for a public relations program is to create an awareness for an institution that will attract the desired students, support, and contributions for advancement. The tools used to reach this goal must be repeatedly evaluated and adjustments made when necessary.

A consistent public relations program that is based on knowledge of the product, knowledge of current and potential consumers and has the commitment of the institution will increase good will, prevent the spread of misinformation, build constructive attitudes, attract students, retain students, contribute to the morale of the staff, and help the college weather unpleasant situations.

Self knowledge, honesty, consistency and commitment are the things from which good public relations evolve.

Presidential Search and Selection—One Community College's Approach

Archie H. Bailey, Vice Chairman
Board of Trustees
Mott Community College
Flint, Michigan

All community colleges at some point in time must face the challenge of selecting a new college president. The Presidential selection procedure and the final decision to name a new president will significantly affect a college's direction for the future.

In January, 1980 the Mott Community College Board of Trustees was faced with the challenge of selecting a new president. Equally critical was the need to make the selection procedure as systematic and as thorough as possible, within a reasonable period of time, and at minimum expense to the college.

Board Committee Formed

In March, 1980 the chairman of the Mott Community College Board of Trustees formally appointed a three-member Board Ad Hoc Presidential Search and Selection Committee to: "...assess and prepare the materials necessary for Presidential Search and Selection." The Board Treasurer, Board Secretary, and a Trustee were appointed to serve.

The Board Ad Hoc Committee clearly established two operating principles: (1) the Board of Trustees would make the final decision in selecting the college president; (2) it was not feasible to plan for the entire Board of Trustees to be directly involved in every aspect of the presidential selection process. The Board Ad Hoc Presidential Search and Selection Committee was directed to *represent* the Board of Trustees and to report to the full Board on a regular basis. The Board Ad Hoc Committee was to act as liaison between the Board of Trustees and the proposed College Advisory Committee and to monitor the progress and screening process for the selection of the President.

The Board Ad Hoc Committee's first task was to establish a "Timetable for the Selection of President." The following schedule was published by the committee and approved by the Board of Trustees:

A. Organization of the College Advisory Committee (May 19, 1980)
B. Preparation/Completion of the President's Job Description (June 23, 1980)
C. Posting of the Position (July 1, 1980)
   1. *Chronicle of Higher Education*
   2. Local newspaper
   3. Local minority newspaper
   4. Major two-year and four-year colleges and universities
D. Deadline Date for Applications (September 1, 1980)
E. Review of Applications and Preparation of Active List of Candidates (October 1, 1980)
F. Presentation of College Advisory Committee's Recommendations to the Board of Trustees' Ad Hoc Committee (January 6, 1981)
G. Presentation of finalists to the Board of Trustees (January 26, 1981)
H. Final Selection by the Board of Trustees (April 6, 1981)
I. New President Takes Office (June 1, 1981)

Accordingly, the Board Ad Hoc Committee subsequently presented to the Board for review and approval the President's pro-

posed job description, application, and brochure describing the position.

College Advisory Committee Appointed

On March 24, 1980 the Mott Community College Board of Trustees approved the Board Ad Hoc Committee's recommendation to create a sixteen (16) member College Advisory Committee. The College Advisory Committee's major responsibility was to screen the presidential candidates. The College Advisory Committee was directed to select a chairperson from its members and to establish the procedures to be followed to respond to the charge to the committee as established by the Board of Trustees. The Board Ad Hoc Committee presented the "Active List" of ninety-one (91) applicants for the presidency and the Board's charge to the College Advisory Committee. The Board's charge stated:

A. "Reduce the 'Active List' to the College Advisory Committee's 'Recommended List,' to be non-ranked and alphabetized. That list shall be determined by comparing the relative merits of the applicants according to the agreed upon job description. In the event the College Advisory Committee is unable to make a decision without benefit of interviews, it may request the opportunity to interview individuals in accordance with budgetary considerations. The interviews are to be coordinated with the Board's interview with the Administrative Secretary to the Board."

B. "The College Advisory Committee shall present their 'Recommended List' of at least three to five names, non-ranked, and in alphabetical order, to the Ad Hoc Committee by the agreed upon date as set forth in the timetable."

C. "The College Advisory Committee will have completed their charge after the presentation of their 'Recommended List'."

The College Advisory Committee was further advised that the candidates' credentials were to be housed in the Trustees' Office on campus and that they were to be reviewed by the College Advisory Committee, or its members, in accordance with procedures established by the Board Ad Hoc Committee.

Membership of the College Advisory Committee was as follows: two community representatives (Vice President, UAW-CAP Council and Pastor, Resurrection Reformed Church); two Student Government representatives; two members, faculty association; two members, exempt administrators; two ex-officio members, affirmative action and compliance; two representatives, maintenance/ operation and food service units; two representatives, Professional Administrators Association, two representatives, Secretarial-Clerical unit and the administrative secretary to the Board of Trustees.

All committees, plus the Board of Trustees, relied heavily on John W. Nason's, *A Guide to the Process of Selecting and Appointing College and University Presidents* (Association of Governing Boards of Universities and Colleges, 1979, Washington, D.C.).

There were ninety-one (91) applicants for the position of President of Mott Community College; thirty states and Canada were represented. The College Advisory Committee organized and began its formal deliberations at a joint meeting with the Board Ad Hoc Committee on September 8, 1980. Subsequently, the committee held nineteen meetings through fall and early winter. The committee held its final meeting on January 17, 1981 with the Board Ad Hoc Committee members present.

How the College Advisory Committee Worked

When the College Advisory Committee began the process of reviewing the informa-

tion provided by the ninety-one original applicants, the Committee's evaluation system for evaluating the qualifications of the next President of Mott Community College were not fully resolved. Refining the identification and evaluation process was the committee's first priority.

In order to keep the screening process as open as possible and to guarantee that all applicants would receive the fullest consideration, the Committee ruled that all committee decisions would be taken by consensus and that no applicants would be removed from consideration as long as a committee member supported them. Early in the committee's deliberations applicants were evaluated solely on the basis of the most readily quantifiable qualifications: academic training and management experience in collegiate and other settings. Eventually, more detailed factors were taken into account in order to reduce the list of applicants.

The College Advisory Committee recognized that its first task was to develop a composite of qualifications, characteristics, and attributes to be identified and used for further screening. The committee established six general categories:

(1) academic training and scholarly accomplishment
(2) relevant experience
(3) student and instructionally related experience
(4) community relationships
(5) leadership and management style and skills
(6) personal attributes

In the process the College Advisory Committee used several means to evaluate each applicant's qualifications. First, the Committee utilized the information provided by the applicants themselves as supporting documentation of their qualifications for committee review. Many committee hours were spent reviewing and weighing the applicants' strengths and weaknesses based on this information.

The list of applicants was then reduced from ninety-one to twenty-nine persons. A detailed, comprehensive questionnaire was developed by the committee and sent to the twenty-nine applicants. Those applicants were asked to express their view of the community college, their philosophy, management style, decision-making strategies, and personal goals and values.

Following lengthy review and discussion each College Advisory Committee member ranked the candidates based on the collected data. This ranking provided the list of "Active Candidates" for the position. Support for an applicant by any committee member kept that applicant in the "Active" group.

Telephone interviews were scheduled with all remaining candidates. Also, each candidate was contacted to obtain permission to contact references provided by the candidate. A list of individuals in each candidates' community was also prepared to be called; the list included presidents of bargaining units, faculty, media representatives, and administrators. Telephone interviews were then conducted as scheduled.

On December 22, 1980 the College Advisory Committee advised the Board Ad Hoc Committee that the committee had reduced the ninety-one candidates to twelve. At that point, the Board Ad Hoc Committee asked each member of the Board of Trustees if they had additional candidates that they as Trustees wanted to add to the list of twelve. Two additional names were added at this time by members of the Board of Trustees.

The College Advisory Committee then interviewed by phone (conference calls) the twelve candidates submitted by the College Advisory Committee, *plus*, the two candi-

dates added by members of the Board of Trustees.

On January 17, 1981 it was the consensus of the College Advisory Committee that the top four candidates identified by the committee be recommended to the Board Ad Hoc Committee as the most qualified to assume the position of President of Mott Community College. The role of the College Advisory Committee ended with that recommendation.

The Finalists

On January 26, 1981 the Board of Trustees was advised by the Board Ad Hoc Committee that the College Advisory Committee was recommending four finalists for consideration by the Board of Trustees (their charge had been from 3-5 candidates). Trustees were provided with complete files on all recommended candidates. At this point, again, Board members were provided an opportunity to add additional candidates to the list of finalists. One Board member, citing his statutory right to do so, added an additional name bringing the list to five finalists. Four of the candidates were from out-of-town, one was from the Flint area.

The Board of Trustees was now prepared to meet with the five finalists. Out-of-town candidates were asked to arrive on a Sunday afternoon and to plan to be in town and on campus until the following Tuesday afternoon. All scheduling of the candidates' visits was coordinated through the Board of Trustees Office by the administrative secretary to the Board. An invitation was also extended to candidates' spouses to attend. During the visit each candidate met with: the Board of Trustees, Administrators, College Advisory Committee, Bargaining Unit representatives, Education Association representatives, deans and division chairpersons, faculty and staff, students and student government representatives, community leaders, alumni, and other local groups.

The Board interviews of the finalists lasted five weeks. The schedule for candidates' visits on campus was extensive. College staff and community leaders were provided the maximum opportunity to meet the finalists for the Presidency on a number of occasions in a variety of settings. The schedule also provided the candidates an opportunity to assess the college and staff along with the community served by the college.

The Decision

When the interviewing process was completed, it then became the statutory responsibility of the Board of Trustees to decide on the finalist with the "best fit" for the Mott Community College. The finalists' strengths in all areas were reviewed by the Board of Trustees. On April 6, 1981 the Board of Trustees voted to name Robert N. Rue of Mohegan Community College in Norwich, Connecticut President of Mott Community College. Rue was one of the four finalists recommended by the fifteen member College Advisory Committee.

In Retrospect

The Mott Community College experience in selecting a new president was comprehensive, thorough and open. The selection process was a positive, productive experience for the institution. The search process involved staff, students, and community representatives and the procedure required those involved in the process to review Mott's institutional goals and objectives and to match presidential candidates accordingly.

The fifteen-member College Advisory Committee in nineteen meetings over four months provided the systematic screening of the original ninety-one applicants that the Board of Trustees, with all its time constraints, could not provide. Yet the final decision to name a President was that of the Board of Trustees, and the opportunity to

add names to any and all final list(s) of presidential candidates, was also theirs.

The true test of the Mott Community College's selection procedure will come in the months ahead as the new president leads the institution. This selection procedure worked well for Mott Community College both in terms of personal effort and minimal institutional cost.

Board/President Relations: Conversing With The Board

Donald W. Bryant, President
Carteret Technical College,
Morehead City, North Carolina

Board-president relations is a subject area, that like any other, has its objective and subjective components. Many chief executives don't look forward to the next board meeting. Some trustees come to that next meeting to find out where the president has fallen short since the last meeting. Subjectively, that all important element of trust is lacking. Trust, like honor, is for the most part hard to achieve, but is something that can be easily lost. To practice deceit is to invite mistrust. There are few, if any, presidents that practice outright deceit, but a great many do practice something that is just as destructive and is akin to deceit.

The practice of faulty communication is just as destructive as deceit. Of course, faulty communication is objective. In some instances boards are conveyed only partial information. Data is filtered. The information that is conveyed is correct, but not all information is conveyed. Of course, sooner or later the board becomes aware of this, and that old spectre, mistrust, raises its head.

The solution to this is simple. The board must be dealt with openly. The good and the bad must be conveyed. A good practice is to have the president prepare a *detailed written report* to be conveyed with the agenda for *each regular* board meeting. The report could include not only material from the office of the president but material from the other major institutional divisions routed through the office of the president. If appropriate lead time is given the various reporting areas, the material can be readied in plenty of time for the meeting. The practice becomes ingrained and institutionalized.

Depending upon how often the board meets, waiting to include information in a board report may not be the most advisable method. Some information needs to be communicated quickly to the board. For example, information on a piece of legislation pending in the General Assembly would require immediate attention. Some information can be merely reproduced and sent to the board as is; other information can be compiled into a board brief. However, the guidelines in interim board reporting are clarity and brevity.

Communication is, however, a two-way street. The same commentary related above should be applied to the behavior of a board member. Trustees possess that same capacity for deceit and faulty communication.

It is an organizational axiom that communication with the board should be through the president. This applies to both staff and students. If this concept or mode of operation is well established, the chances are slim that a staff member will be circumventing the chain of command. There is nothing sacred, however, about this concept as far as students and people outside the institution are concerned. Trustees will often get such calls and contacts. From an administrative perspective this is a positive happening. Feedback is occurring. Some people feel more comfortable communicating directly with a trustee. Some people feel that they must go to the ultimate power source. Trustees are

perceived as locals. It is easier to talk to a "local."

If there is anything negative about the process, it is that such information is either filtered, not communicated to the president at all, or communicated to the president under embarrassing circumstances. Unless such communication reflects gravely upon the character, competence, or moral turpitude of the chief executive, the information should be immediately rechanneled to the president for action. Questions of the second type mentioned above require special board action and are beyond the scope of this article.

As with communications from the president, if the trustee does not follow through with complete and accurate communication sooner or later the president will become aware of it. The result is the same—mistrust by the president. Trustees receiving such contacts should immediately convey the information to the chief executive and ask that the concern be checked. Information should then be returned to the trustee and perhaps to a working committee of the board.

Conversing with the board does not necessarily involve formal communications. There is no reason why presidents and board members should not be friends. The relationship certainly is one of employer-employee, but it is one of symbiosis. As a trustee used to say, "We are all in this venture together." The president should meet with or have lunch with different trustees as often as their schedules permit. The college does not necessarily have to be the topic of conversation at these meetings. Any mutually satisfying subjects can be discussed.

A critical element in the discussion above is openness. A related suggestion would be to keep board meetings open. By law, meetings are open anyway and meeting notices are regularly posted, announced in the local paper, etc. However, this suggestion involves keeping these meetings really open. The president should invite staff members to be present. He or she should give them occasional opportunities to make presentations. He or she should use these people as back up resources for board presentations. There is nothing like openness to disperse communication clouds. Board members should also invite individuals to attend; however, a blanket invitation to the staff to attend all regular meetings should come from the president as a matter of standard operating practice.

My discussion so far has centered upon relationships around the college. Trustees should attend meetings away from the school with the president. State Trustees Association meetings and the Association of Community College Trustees Conventions and Seminars provide grand opportunities for formal learning as well as informal discussions with the president and trustees from across the United States. Of course, trustees may choose to go without the president, but it is a good opportunity to build these bonds of friendship.

If schedules can be arranged and funds permit, the president should initiate a program of board retreats. These should be held away from the college in a setting conducive to both learning and relaxation. These are good times to discuss problems of mutual concern to both presidents and trustees. The pace is easy, there are no newspaper or television people present, and there are no specific deadlines to meet.

Keeping the lines of communication open is possibly the most critical element in board presidential relationships. Deceit, filtering, and incomplete communication will nearly always lead to a state of distrust by one or both parties.

There is also a structural component to conversing with the board. There needs to

be some understanding of territorial waters. It is amazing that so few boards have descriptions of what a board is supposed to do. Whether boards operate as committees of the whole or delegate duties to smaller working committees, some description of job responsibility needs to be developed. The question of policy making and administrative decision making is tough enough. Failure to define areas of operation makes overlap between trustees and presidents all the more prevalent.

Previous research indicates that many boards use four standing committees to augment board operation: personnel, finance, building and grounds, and curriculum. Usually personal trustee expertise is matched with the needs of the board involving these committees. Trustees are tremendous resources if strong personal areas are matched with the needs of the college. Some colleges, however, use only an executive committee to handle business in between sessions of the full board. However, the same need is apparent. The executive committee needs a definition of what it is supposed to do. In previous research it was found that:

> In most instances, the executive committee is empowered to act except for powers 'expressly reserved herein to be exercised by the board in regular or special meetings.' The powers that are reserved are specifically spelled out in the various policy manuals. In many instances, the items specifically reserved for full board action are: the purchase or sale of real property; the hiring or firing of all regular personnel; and the decision to enter into any capital improvement program costing more than a specified sum. The reader will note that there is a wide variance in opinion regarding whether the executive committee or the full board should handle personnel matters. Of course, in all instances, the executive committee must report all actions to the full board. In some instances, the actions must be confirmed by the full board. However, confirmation puts the executive committee in a precarious position because confirmation could be denied. In all instances, the policies and by-laws should be absolutely clear relative to the limits of authority for the executive committee or any other committee.

Although many people would recommend specialized standing committees, at the Spring, 1981, Southern Regional meeting of the Association of Community College Trustees this writer sat at one round-table discussion at which considerable opposition was expressed to the use of standing committees. These *elected* trustees felt that using committees did not allow them adequate input or understanding. The lack of input seemed to them to outweigh the advantages of specialization.

Whatever the feelings about specific committee structure, that structure needs to be clearly defined. Clarity of structure and function prevents organizational spillover by either the trustees or president (this entire discussion is predicated upon the fact that the chief executive *does have* a job description).

In conclusion, conversing with the board has basically two elements: the interpersonal and the structural. Feelings by trustees and the chief executive about their relationship and the board meetings can be enhanced by certain objective practices:

I. Interpersonal Realm
- A. Informational Disclosure by the President
  1. Use of a detailed board report for each regular board meeting.
  2. Use of interim board reports for quick reporting.
- B. Informational Disclosure by the Trustees of Contacts Involving School Business

C. Informal Meetings and Luncheons Between Presidents and Trustees
D. Truly Open Board Meetings
E. Informal Contact Between President and Trustees Away from the Campus
F. Board Retreats

II. Structural Realm
A. Developing Descriptions for the Structure Most Suitable to a Particular Board

Area II above and some elements of Area I could be considered in a board orientation program. Other elements of Area I merely crystallize as the relationship between president and trustees evolves and matures. All of the areas need to be vigorously pursued to achieve that plateau of trust and respect so necessary for a healthy institution.

Professional Educators As Trustees: Confrontation or Cooperation?

C. Thomas Dean, Board President
Long Beach City College
Long Beach, California

A slow but continuing trend in the United States is the increasing number of teachers and administrators (both currently employed as well as retired) being appointed as well as elected to boards of trustees. Is this a conflict of interest? Does this create more understanding between boards of trustees and college faculties or does it introduce potential board conflict.

Cooperation or Conflict?

The question is raised as to whether professional educators appointed or elected to boards of trustees will cause or create patterns of cooperation or patterns of conflict because they are educators.

The polarization of the question into two mutually exclusive patterns of conduct needs to be carefully examined. This polarization attempts, erroneously, to preclude the possibility of a realistic middle ground in which both patterns co-exist.

In a dynamic society—whether it is on the college campus or in the community—adjustments are brought about by patterns of coopertion and patterns of conflict through reciprocal relationships between individuals and groups.

An example will illustrate the point. Management and labor negotiating teams at the collective bargaining table, seemingly in an adversary position full of conflict, must agree cooperatively on the time, place and agenda for meetings in order to produce a contract. Patterns of cooperation co-exist simultaneously with patterns of conflict in that situation.

The statement of the question also assumes that the presence of professional educators on the board of trustees causes these patterns. Nothing could be further from the truth. Such patterns exist—not because there are professional educators on the board—but because that is the reality of all successful boards placed in a position of power.

Good boardsmanship is a combination of many factors—significant among these is a knowledge of laws, regulations, current educational practices, and future trends relating to the operation of the school or college. Concurrent with this knowledge is the need for sound judgment to be able to synthesize the knowledge with the political realities so as to make policy decisions which are not only correct, but also acceptable to the majority of the electorate.

It does not matter whether the trustees gain this knowledge and sound judgment through education or experience in business or industry, but it seems most likely that academic experience would provide the greatest exposure to the laws, regulations, current practices, and future trends in the field of education.

The differentiation of the roles of the educator and the trustee may be unusually difficult, but it is possible to achieve and it must occur in order to attain good boardsmanship.

The modern view is that boards of trustees should have a good mix of backgrounds and talents and should not be dominated by any particular profession or viewpoint. If one accepts that concept, then what is really critical for a member of a board is that he or she comes to the position motivated by the notion of giving the college the best possible service: that he or she comes with an open mind, and that he or she comes prepared to study the best ways in which to fulfill the role. The notion of role usually revolves around the distinction being made between the setting and monitoring of policy on the one hand and the administrating of policy on the other hand.

Information is the mother's milk of community college governance. Thus, with today's problems, anyone who brings to the board the kind of specialized information that will make for better decisions is a valuable team member.

If we had perfect administrators who provided perfect solutions, it would not make much difference what kind of board members acted on the information. Unfortunately, administrators are not perfect and have the same variations of competency as other people. As a result, boards need to take the information they are provided and make the best decision possible. The experience and special knowledge of an educator-board member should be valuable in a large number of the problems faced.

The determining factors involved in the differences between a good board member and a poor board member are largely things other than special knowledge. There must be commitments to public education, the community college concept, a willingness to dedicate time for service to the community, to put in enough time to know what is going on, and a willingness to listen and learn.

Attitudes

Much depends on the attitudes professional educators, whether faculty or administrators, currently employed or retired, bring to a board of trustees.

And much depends on the attitude of the other trustees, the superintendent and the college staff toward the professional educators on the board.

Those who expect the worst will probably get what they expect in a self-fulfilling prophecy, for they build operating assumptions based on their expectations. They contribute inevitably to outcomes they fear most. Confrontation then develops.

It is time we face reality. All too often reality, like beauty, lies in the eyes of the beholder. People's perception of the facts may outweigh the facts themselves. The actions and beliefs of people are based more on what they perceive the case to be than what the case really is.

Those who expect the best have the best chance to develop patterns of cooperation, mutual trust, and successful relationships. They contribute to outcomes that they hope will benefit the institution and its students.

Fear breeds conflict. Hope builds cooperation. Professional educators know the difference and they know that a successful institution in the educational field must be built with the emphasis on hope -- hope for the successful education of its students. And that requires cooperation by all concerned.

A professional educator knows that a successful educational institution is a cooperative enterprise. Bill Meardy wrote in his column in a recent edition of the *ACCT ADVISOR*: "A district board of trustees plays a key role in determining the level of morale in any community college 'family.' Your board sets the tone. How you get along with one another, the degree of respect you show each other, your attitude of

'caring,' your tolerance, courtesy, and willingness to listen, all project a positive or negative message to the rest of the college. The term 'excellence' can be contagious. Before excellence can spread it must first of all be demonstrated by you as an individual and then by your board as a whole."

These words were written by a professional educator who recognizes the importance of trustees' attitudes toward each other and toward the college faculty.

A friendly, cooperative attitude toward the college faculty is a prerequisite for a friendly, cooperative attitude toward professional educators elected or appointed to a board of trustees.

The Politics of Education

A professional educator on a college board brings a rich background of experience in the politics of education to the board of trustees. An educator is in the unique position of understanding the nature of the educational processes, the structure and functions of staff decision making bodies, the impact of board policy decisions on the educational goals and objectives of a college.

Do boards of trustees with professional educators among their members always agree with faculty recommendations? And do professional educators on boards always agree with each other against the other board members? Not at all. Anyone who knows college faculties knows that college educators have difficulty, on occasion, in reaching faculty concensus on a course of action.

The differences in educational philosophies and educational values that exist within a college faculty extend to educators serving on boards of trustees. These differences in their value systems may even lead to debates at public board meetings over such issues as the size of the summer session budget, staffing patterns affecting the curriculum, faculty evaluation procedures, and other educational matters. But their experience in dealing with academic problems of this kind has led them to realize the importance of disagreeing agreeably and of making their decisions by majority vote when necessary. In most cases they recognize the merits of enough flexibility to be able to reach agreement, for they recognize that the tone of an institution is established at the top level and must be exhibited by the board before it can be extended to the college staff. They realize more than most people that a college staff has strong conservative instincts and that an atmosphere of stability in the top leadership is a most important factor in determining the success of a college.

Board-Faculty Relationships

Professional educators on boards of trustees are sometimes suspected of favoring faculty positions over the superintendent's recommendations simply because their careers have been in education. Those who harbor such fears should re-examine their suspicions and their operating assumptions.

Do educators on boards "leak" information to their professional colleagues on the faculty? Not if they understand their personnel procedures, budgets and financing, and the proper role of board members in policy decisions. The antidote for any such situations that may exist is improvement in the education of board members. Lay members of boards are no more immune to such a need than educators serving on boards. This kind of problem depends to a great extent on the value system of the individual board member, whether he or she is a professional educator or a lay person.

A Balanced Board

Do professional educators believe that a college board of trustees should be composed entirely of educators? Again, not at all. A

balanced board that includes well chosen lay representatives of the community is necessary for a community college.

Lay members have contacts in the community which provide benefits to the college that professional educators may not have developed. This is not to say that educators have no knowledge of community attitudes, opinions and needs, quite the contrary. Their years of experience through daily contacts with students fill many gaps which the uninformed suppose exist.

Lay members, however, with daily contacts in the community can facilitate the achievement of many college goals and objectives. Proper relationships with the community newspaper, chamber of commerce, doctors and hospitals, real estate boards, charitable organizations, industrial plants and business firms can develop community support for the college.

Staff Recommendations

A lay member of a board, a retired successful businessman, once observed to a professional educator on the board that he sometimes wondered whether all the recommendations of the president should be accepted as valid. He admitted that his problem centered on the fact that the only source of information upon which to base a judgment was that provided by the administrative staff. It is in this type of situation that professional educators serving on boards of trustees can render an invaluable service to the other members of the board.

A professional educator is more likely to understand the staff procedures, the special interest of administrators and faculty, and the impact of policy decisions on the educational processes. The intricate and complex relationships that exist on a college staff are better understood by an educator on the board than by the lay members. This understanding can supply an alternative perspective to staff recommendations for comparative purposes.

The need for a professional educator's perspective on the board fades into insignificance, of course, if the board believes that recommendations of the superintendent and the staff should be approved at all times. An educator's perspective is unnecessary on a "rubber stamp" board. But, if the board believes that occasionally the superintendent and administrative staff may be capable of error, the knowledge, experience and views of the educator on the board becomes invaluable as part of the system of "checks and balances."

The essential principles for a system of governance for a college should include a "board of directors" to serve as a check on the vested interest of internal groups for the protection of the public interest. This is a role that all boards of trustees are expected to play. It does not follow, however, that all professional educators should be excluded from service on that board. What is essential is that such educators should not at the same time hold a faculty or administrative position in the internal structure of the college while they are serving on its board of trustees. That, very clearly would constitute a conflict of interest.

A survey of fourteen community college boards of trustees and college presidents provided the following comments regarding educators serving on boards of trustees:

1. They tend to be more flexible and accept change better than most lay members.
2. Legally an educator cannot be prevented from serving as a board member if not employed in the same district.
3. Educators would know better than the average lay person how board decisions would affect faculty relative to curriculum, finances and student relations.
4. Educators talk the language of the system and understand the "tricks of the trade."

5. Employees of the district are generally more willing to talk to an educator-trustee than to a lay trustee with whom they often feel uncomfortable and insecure.
6. The educator trustee is usually able to see that the staff's presentation on some issues is emphasizing some kinds of information and not providing other types of supportive data.
7. There seems to be an instant identification on the part of the faculty and administrators with an educator trustee.
8. The general public tends to better relate to the educator trustee when situations arise that need clarification.
9. The educator and the educator trustee speak the same language and understand funding procedures—FTE, ADA, Workload, etc.
10. Principles of good boardsmanship are pretty consistent and if that is true individual contributions transcend occupations.
11. The board of trustees should have at least one individual with professional educational expertise to provide a check and balance for the rest of the board. Other professions, such as the medical profession, engineering, and attorneys have boards composed of individuals from their own profession.
12. They tend to know the basic philosophy and problems of the community colleges.
13. They tend to have degrees in education which provide them with perspectives of education.
14. They tend to have rich experiences with postsecondary educational institutions.
15. Those with a background in education have, in most cases, taken courses relating to the community colleges and would be more aware of the development and the goals of the community college.
16. It is hoped that educators would believe in reason rather than emotion, evidence rather than rumor or misinformation, and careful consideration of problems rather than hasty judgments.
17. Educators should be fully aware of the role of the superintendent-president and the board of trustees and respect the board's role in policy approval, while the superintendent-president executes policy and administers the college.
18. Educators, in coping with educational problems, tend to be aware of alternatives to the solutions of problems.
19. Most educators know that the welfare and growth of students are most important, and that full support should be given to the aspirations and goals of students.

I am suggesting that the low silhouette belongs to a past era. We need the highest silhouettes we can get. We need to come out of hiding and undertake the steps necessary to help people understand who we are, what we do, why we do it, and how people benefit from that. It is imperative that we be timely, informative, candid, open, and courageous. This can only be accomplished by having well balanced boards of trustees.

Working Arrangements With Four-Year Colleges and Universities

Ann C. Kettles, Board Chair
Washtenaw Community College
Ann Arbor, Michigan

As most people profess a belief in God and motherhood, most individuals involved in higher education today seem to believe in the principle of inter-institutional cooperation. The problems arise when institutions, administrators and governing boards consider practical implementation of that belief. Then the soul-searching begins, and the conflicting principle of "turfdom" arises to grapple with "cooperation." The outcome—which concept wins—depends upon many factors.

The economy is certainly one factor. When there are fewer dollars to spend (in Michigan and many other states that is surely true today), legislators are certain to look with favor upon those institutions which appear to be economizing through cooperative efforts; and yet, cooperation could mean that "they" will receive more appropriated money than "us."

The predicted decline in the college age population could make institutions work together for the good of the students, or it could pit one against another in the enrollment battle.

The high cost of facilities today could make a shared facility more attractive, or it could cause institutions to compete for students through building more glamorous buildings. Competition in itself is good, for it fosters creativity—competition which is wasteful of resources will bring down the wrath of the taxpayers.

Much of what happens to cooperative efforts depends upon the attitude of the governing boards. If the boards feel obliged to protect their turf against all encroachment, administrators will certainly not urge the relinquishing of any prerogatives to cooperative agreements. If, on the other hand, the governing boards encourage cooperative ventures, administrators are likely to find many areas worth exploring. The key word is commitment. If those involved in exploring cooperative ventures are personally committed and have behind them an institutional commitment, exciting things are possible.

Michigan has numerous examples of cooperative efforts. Many of our state colleges and universities have formal "2+2" articulation agreements with state community colleges. These are of unquestionable benefit to the four-year institutions in these days of shrinking enrollments. If you can commit a community college student to a program of study transferable to your university, you have a very strong prospective enrollment. Many Michigan institutions also have informal or semi-formal working relationships ranging from shared use of facilities to joint community service offerings.

The framework is there to develop truly cooperative agreements and/or consortia rather than cosmetic agreements. Again, the question is commitment. The economy in Michigan, and elsewhere, today certainly dictates cooperation. In view of education's uncertain future, budget restraint and cooperation offer the best opportunities for institutional survival. Michigan has no overall state coordination of higher education. Therefore, each state college and university

is on its own in the fight for survival. It is my opinion that those institutions which develop effective, money-saving cooperative relationships will be the ones most likely to weather the budget crunch.

Another equally, if not more, important benefit of inter-institutional cooperation is improved services to the students. Well-done agreements give the students of all participating institutions greater flexibility and depth in their educational experience. I am confident that all of us, volunteer and professional, view the good of the students as the bottom line in all of our endeavors.

The Kalamazoo Educational Consortium is a case in point. Begun in 1973 through the efforts of the presidents of Kalamazoo College, Kalamazoo Valley Community College, Nazareth College and Western Michigan University, this consortium served numerous students through the cross-enrollment exchange of over 2,400 credit hours during its first five years of operation. I am told that the ones who benefited most were the community college students since students pay their own institution's fees no matter where enrolled. Conversely, the institutions which benefitted most financially where the higher tuition private institutions. The agreement has also provided many services to the Kalamazoo community and students through shared offerings of cultural events, shared facilities, joint workshops and faculty exchange. This consortium has worked so well that it received a commendation from the Michigan legislature and has become a model in Michigan.

Cooperative relationships are not developed without a great deal of effort. Two things are necessary before exploration even begins—an environment of trust and a positive attitude.

The environment of trust can be enhanced by support from the governing boards. The environment of trust takes time to build. In the past, four-year institutions have generally viewed community colleges either as purveyors of sub-standard education—"high schools with ashtrays"—or as intruders threatening enrollment. With our enrollment driven appropriations formula, this is viewed as a real threat to survival. Today the view of community colleges as partners in higher education is beginning to grow among four-year institutions. The feeling is that they are here to stay—what can we all do to ensure the best possible educational climate for our constituents and thereby our dual survival as institutions?

The positive attitude—a determination to make cooperation succeed—is required at all levels. Four-year institutions, because of their administrative organization, must generally involve more individuals in planning agreements. These people at the department level must also wish to succeed, or they can torpedo the efforts of top-level administrators. Old feelings and enmities die hard. It is difficult for an individual to say "Let's work together" to an institution alternately feared and snubbed in the past. Sometimes, cooperative efforts cannot take place without a change in personnel.

Again, the word commitment appears. The individuals charged with the planning and implementation of a cooperative agreement between institutions must believe in the principle and the process. They must be able to forget past slights, real or imagined, and proceed to investigate all the possibilities open for cooperation.

Cooperative efforts will require accommodations on both sides. Each institution (and the individual administrators) must be flexible enough to know where they can and should compromise. This process of building an environment conducive to cooperation and developing a positive attitude toward designing an agreement may take several years. The key is persistence.

At this time, at least in Michigan, the four-year colleges probably will benefit more from co-operation in such areas as transfer enrollments and rentals of excess facilities. They must be willing to see community colleges as partners when they approach such efforts. On the other hand, community colleges must see that they too can benefit from less expensive facility cost and better service to their students. Again, our mission always is to serve the needs of our constituents.

Another advantage to both parties is a positive impact upon the community. Citizens will be much more supportive of our educational purpose when they see our real efforts to save tax dollars through cooperation rather than wasteful competition. This becomes even more important as the demands on tax dollars increase. Don't forget to publicize your efforts!

An example of a cooperative effort coming to fruition is that between two institutions with which I am involved—Eastern Michigan University and Washtenaw Community College. Located less than three miles apart, they have been separated by a much greater distance, a void of mistrust and misunderstanding, for a number of years. It has taken some new administrative faces, budget constraints, and much one-to-one contact over several years to bring us to the point of formal agreement. During the 15 years since WCC opened its doors, relations with EMU have gone from wary to hostile to strained to exploratory to the current atmosphere of friendly cooperation. At this point communication has taken place at all levels: regents with trustees, president with president, dean with dean, department head with program coordinator. The atmosphere is conducive to mutual sharing and compromise. The people involved wanted an agreement and a formal ceremony officially blessing our Statement of Intent took place in October.

Many small efforts took place during the intervening years: inter-library loans, WCC students enrolled in EMU ROTC program, EMU classes' use of WCC nature trails, WCC students in EMU dorms. Most of these were done on an informal basis, but they helped to build the current spirit of cooperation.

The Statement of Intent signed on October 28, 1981 includes the following subjects: 1) program to program agreements, 2) non-duplication of courses and programs, 3) cross-enrollment, 4) shared facilities and equipment, 5) joint community service offerings, 6) establishment of a coordinating committee. This document is also backed up with a comprehensive program articulation agreement.

At the same time activities leading to cooperation were taking place at the institutional level, they were also taking place at the community level. In early 1979, a group of concerned citizens organized to develop the Ypsilanti Area Futures Project. The group elicited citizen input on their satisfaction and/or dissatisfaction with the Ypsilanti Area. At a Community Assembly held in November, 1979, a number of task forces were formed to work on specific subjects related to quality of life in the Ypsilanti Area. One of the task forces formed was and is devoted to encouraging inter-institutional cooperation. This task force group has recruited the active assistance of mid-level administrators from EMU, WCC and Cleary College, a local private business college. It also has the support of the presidents of all three institutions. This group has already sponsored several community activities and is currently working to develop a community leadership awareness academy in cooperation with the Chamber of Commerce and the three institutions.

These are just the first small steps toward a total cooperative effort—both institutional and community. If we persist, and if we succeed, we are bound to serve our constituencies, both student and community, more creatively and economically.

Credo For A (New) President

Stuart E. Marsee, President
El Camino College
Via Torrance, California

This article, "Credo For A (New) President," grew out of my first address to the El Camino College Faculty, in September, 1958, which I recently gave again. The speech attempted to state my philosophy regarding education. It is amazing how little has changed over a period of almost a quarter of a century.

I should like to identify the areas which I hope to cover. To be a successful president of a college, or to be a leader in any area, one must develop certain personal attitudes toward a leadership position. It is also important that the educational philosophy of a president be known. And last, it is critical that one is aware of the goals that the president believes to be important for the betterment of an institution.

Our justification for being here is to fulfill our roles in the education of the young, and of the not so young, men and women. Students are our first consideration, and let us not forget that this institution is dedicated to the idea that students shall have first consideration. Let us take this one step further and also recognize that the major portion of the instruction going into an educational program takes place in the classroom. Again, that places the instructor in a most responsible and important role, but without strong administration and leadership, there will not be as fine an opportunity to do the best job in the classrooms. Some people make light of this particular factor, but I know from experience that it does make a difference. I hope the difference at El Camino will be for the better.

Many people think that when a new leader arrives it is time for reevaluation and a review of the past. I have had people ask me what I would have done differently had I been here the past eleven years. It is wonderful that we all reach for "Utopia." Sometimes in our reaching, we overlook the facts of the wonderful things that have previously happened. I told the assistant directors the other day that had I been here the past eleven years and had to reconsider the things which have been done, I would seriously consider parting my hair on the other side of my head. El Camino is a wonderful college; the faculty is terrific. People have differences of opinion. We would not be as outstanding if these differences of opinion did not exist. If the faculty does not nudge administrators, who are apt to be a little more conservative than some of the faculty, we tend to become too complacent. If the faculty is not, at times, nudged, the same may happen in reverse.

My predecessor, Forrest Murdock, told me the following story. When he first went to San Jose as principal of one of the San Jose High Schools, he was met at the railroad station by the Superintendent of Schools. At that time, the Superintendent was the only one in the community who knew that Forrest was to be recommended for the position as principal. As they drove to the Administration Building to meet with the Board of Trustees, the Superintendent said, "Forrest, I want you to know that I am the only person in this community who knows you are to be recommended for the position of principal, but you already have twelve enemies." There are differences of attitudes and opinions regarding people and I am not naive enough to think that I am going to be

the fair haired boy with everyone at El Camino. That does not concern me too much, as long as you respect me. I hope that we are people who will find mutual respect for each other, who will work well with each other, and who will try to understand and discuss each other's problems.

A president of a college cannot be sure of the kind of board of trustees for which he might always work, but it would be folly and ridiculous for a person going into a new situation not to have trust, confidence, and respect for the members of the board. I can assure you that I do have respect and confidence and a very strong feeling of loyalty to the board of trustees at El Camino College. If the time arises when this cannot be the case, it will be time for me to take a new position.

One thing of which you may be sure is that your president will not withhold information from this faculty. You will have factual information, and the board of trustees will have factual information. It is vital that you know the financial status and educational philosophy of your college. It is equally important that when you make a report to your board of trustees that you, too, use factual and not biased information.

Things are not always as they appear. This is a reality that is probably the hardest thing for any of us to accept. Pardon a personal reference, but one of the things that our family likes to do on occasion (this was 24 years ago) is to take a trip to San Francisco, see the sights there, live in a hotel, allow the boys to operate the self-operating elevators, and just to have an all-around good family time.

Last summer after having had a delightful visit in San Francisco, we decided to drive home via Highway #1. This highway is beautiful, particularly when near San Simeon and the Hearst estate. As we were driving along the road, we became very much aware of a foreign car ahead of us. The driver was driving most erratically, swerving, looking up toward the hills and trying to see the Hearst estate. Not being a patient person, this bothered me tremendously. I was fearful of attempting to drive around the man, and yet, I did not wish to stay behind him, as it was difficult to know what he might do. Here was the man, driving a car, not watching where he was going, talking to the person beside him, and looking at the scenery on both sides of him. It was a very ridiculous and frustrating situation. I finally decided to pass the man, and I was ready to give vent to my emotions as we drove beside the car. I then realized that the car had a right wheel drive, and the man whom I had been watching for the last ten miles was not the driver of the car! Well, I don't want anyone to get the impression that the president will not be driving the car while he is here, so if there is something you wish to discuss, do not hesitate to visit with your president. On the other hand, there may be rare occasions when I will be blamed for directions for which I am not responsible. All the more reason for a chat with the president.

Communication is important. Leadership style does symbolize much that goes on in a college. It is important that the president and others get about the community and talk with people. Recently, I have been "promoting" our college to different community groups. I hope you will be interested in the message conveyed. A sound philosophy of education should be developed around the concept that we are going to do the very best we can to develop loyal and superbly educated Americans. It is important that young people become good citizens who will develop and maintain a high form of government and wholesome communities in which to live. When the history of this era is written two or three hundred years from now, perhaps the greatest contribution from our country will be the origin of an educational system for all people. We are the only nation in the world that attempts to upgrade all people to the maximum potential. Our educational system and competitive economic enterprise system are

the two most important factors which make this a great nation.

Other nations have been busy trying to grind out a basic form of living and to obtain subsistence. None of us in education can be unaware of the fact that people of other nations are no longer willing to remain ignorant. They are no longer willing to remain backward. It has been found that the fastest way to upgrade individuals as well as to upgrade a nation is through the medium of education.

One cannot ignore the reality that America has a serious educational challenge. The seriousness of the fact that over 20% of the eighteen-year-old youngsters in America do not graduate from high school is devastating. Of the highest 25% scholastically, about 40% who do complete high school do not go on to college. College is not a guarantee for economic and social success, but it is certainly a shortcut and a necessity as far as many of the professions are concerned. Many successful people do not have advanced formal education, but no one denies that anyone can do a superior job faster if he has had an opportunity for postsecondary education.

What are our goals? How are we going to accomplish things that will continue to make this a great country and nation? We cannot ignore the fact that the fundamental skills of communication should stand first on our list. If one does not read and write well, one cannot communicate effectively. Chances of success are immeasurably impaired. No longer can we, as college people, say this is something youngsters should have learned in the elementary schools or in the high schools. Educators must take students where they are and try to upgrade them. College educators must be sympathetic to the problems of the elementary and high schools. We cannot help the situation in these schools or in other levels of education by being aloof. We must do what we can with what we have in an effort to provide educational opportunities for those deserving students who enter our college.

Of course, we have to develop an appreciation for our democratic heritage. It cannot be assumed that all of the youngsters know the strife and the work and the effort that went into making this a great nation. Students must be aware that cultural heritage is important and that America can continue to be a great nation if effort and sacrifice are forthcoming in the future. Students must recognize that almost every generation has to win its freedom. When nations become soft and decadent, they fail. Historians who have studied the decline of some 17 different nations find that usually these nations fail because individuals are not of high principle. Educators must not permit this attitude to prevail. Educated people must have the opportunity to develop appreciation for civic responsibilities.

Student government plays an important part in our college. Let students have the opportunity to make some mistakes in a learning laboratory. Let them profit and recognize what it takes to become a leader in an academic setting. Then let us hope that when they go into their communities, they will have learned the things here to make them good members of boards of trustees and respected members of civic organizations and leaders in our nation. Let them be people who take part in government--politics, if you might. I would like to see the time come, and soon, when the word politician becomes a respected word. If it does not become a respected word, and if good people do not become active in politics in our nation, we are going to lose our freedoms; we are going to lose our economic advantage; and we are going to lose by default our favorable world position. As educators, we have greater responsibility than anyone else to see that we do our part in trying to make students realize the worth of our country and to do good jobs in civic life. If you cannot be a leader, be a respected follower. We can all read and observe, and we can learn to study and be a little more astute in the support and backing we give people of quality.

Respect and appreciation for human values and the rights of others are important and are two of the most difficult things one must learn. By doing a superior job in education, we can help students think, evaluate, discuss, and do creative work. Students should be stimulated to meet the challenge of the instructor. I hope that when our students reflect upon their tenure at El Camino, they will fondly remember many worthwhile experiences that influenced their lives. Things that make life meaningful at college, aside from the fun that one has, are the inspiration, the education, and the contact that one has with a superior teacher...a teacher who can inspire one to work hard, learn, and to like it! Effective work habits are important. You do not have to be mean to be an effective instructor, and you do not have to be easy to be popular. It is our responsibility to see that students develop good work habits. The things I am talking about are happening here.

When students come to El Camino College to study and to take courses in Psychology, Sociology, Business, and other fields, they should develop social competency and should develop into worthwhile individuals with enriched economic lives and commitment to family. An article in the *Reader's Digest* concerned a pollster who was calling families at nine o'clock in the evening to learn if parents knew where their children were. In 90% of the cases, the children answered the phone and didn't know where their parents were!

I believe that one must begin saving the world at home. Our responsibility as individuals should begin at home and our responsibility as educators should be devoted to the idea that we are trying to help people develop into adults who might have better chances for success in their married lives.

One of the difficult areas for public education is the formal presentation of ethical and religious concepts. There is separation of state and church in the United States. As far as I'm concerned, this is one of the basic fundamentals that makes our nation so great. This does not mean that educators can "cop out" by saying that we are not permitted to teach sectarian religion in our schools, and for that reason we have no responsibility regarding religious ethics. It is our responsibility to have good ethical behavior and to see that students who work with and for us on this campus have a greater opportunity to develop high moral purpose. We can do much along this line by example and by demanding responsible, ethical standards of academic performance from students who attend our classes.

We have failed if, when people leave El Camino College, they take the attitude that they are educated people who will never have to open a book again. An inspirational teacher will stimulate students to make them want to continue to learn forever. Some of the best educated people in the world have had limited formal education, but they do have intellectual curiousity, and they do try to improve themselves. Educators must plant the seed of intellectual curiosity in people.

One of the first contacts which I had with a faculty member at El Camino was with one from the Music Department. He asked, "What is your attitude toward music?" I answered, "Are you asking if I am for or against culture?" We must develop cultural appreciation in our schools. We must educate people to take advantage of opportunities for emotional esthetic outlets. Let us hope that everyone who attends this college either has or develops a respect for culture—an appreciation for music, art, and drama.

We must help people in our society do worthwhile things with their leisure time. I am not going to elaborate on this objective. We know the problem ahead of us as it relates to shorter working days and more leisure time.

It is necessary that educated people understand the physical world and man's relationship to basic knowledge of sciences. We are living in a scientific age. It has been said that

science is so resourceful that when man could not find a way to open the pullman car window, he devised air-conditioning. Once again we have to be aware of our relationship to the world community. No country is more than a day away, and we must understand and work with our neighbors throughout the world. Skills are the things we learn which represent the mechanical aspects of making a living, but to be truly successful, we must recognize that attitudes are most important. Success as an educator is based on learning qualities of appreciation, developing strong moral values, and being a well rounded individual. In addition to functioning as classroom teachers, we must realize that our responsibility as educators goes beyond the classroom.

The opportunity and the challenge of serving the El Camino College community is thrilling. It is with humility and gratitude that I come to this dynamic institution. It is a privilege to join my career with yours to develop this institution into the world's most outstanding community college.

The Super Competitors: The Community College Response

William H. Meardy, Executive Director
Association of Community College Trustees

As did many of you, I grew up in the 30's and 40's. We grew up in a period of adversity, of challenge and of danger to the very well-being of ourselves and our country. I see some parallels of that time today.

While events are not exactly the same, I do recognize some similarities. I recall that back during the 30's and 40's when we saw the printed words "made in Japan" it was a joke and meant "junk." Today, hundreds of thousands of Americans own Sony television sets and drive Japanese automobiles. On both of these items the words "made in Japan" are printed. Today, that is no joke. The words, "made in Japan" are now synonomous with the word "quality."

Two years ago the last company to completely produce television sets in the United States moved that industry to Mexico. Over 60 percent of the shoes sold in the United States are now produced overseas. Over 25 percent of all automobiles sold in the United States are produced in foreign countries. The Chrysler Corporation has had to turn to the federal government for millions of dollars of bail out money and we still do not know if that was a good idea or if it will work. General Motors continues to lose money.

President Reagan says that if we do not turn things around we are heading for an economic disaster. That may well be debatable, but these are clearly troubled economic times. The only area in which we might disagree is the answer to the question, "how troubled?"

It does not take an economic genius to figure out that if our imports exceed our exports for an indefinite period of time we will have national bankruptcy. With a few examples I have tried to paint an economic picture of where we are.

I would like to discuss some reasons why we got where we are and then discuss how community colleges might help turn the situation around. Twenty years ago, Japan, Taiwan, South Korea, Singapore, and Hong Kong were still seen somewhat as colonial outposts. Now these countries produce textiles, sophisticated electronics and machinery. They are even buying up American banks. I helped fight in World War II to keep Japan from invading and taking over the Hawaiian Islands. During the fall of 1980 when we travelled to Honolulu for our Annual Convention I found out that the Japanese had taken control of at least the city. They bought it. They bought it with money that we paid to them for their exports to the United States.

During the boom of the 1960's, South Korea and Taiwan grew at an annual rate of 17 percent, Singapore at 13 percent and Hong Kong's achievements were so great that even Peking sat up and took notice. Cheap supplies, cheap labor and a people desiring to find their place in the sun accounts for that growth. At the same time, I do not belittle the foreign aid freely given to many of these countries by the American people. Those instances and figures are well documented and accepted. That aid plus a belief by many Asiatic people that personal goals

must take second place to the needs of the nation, have greatly helped in the process of their economic growth.

Also helping is a feeling by these people of optimism, diligence, pride in a job well done, and commercial patriotism as compared to the present day attitudes in the West. These countries also have a common legacy of Confucianism that encourages discipline, saving and diligence. These countries were also compelled to break off from the past, to start a new way of life if they were to survive. To not do so was to be forced to accept a more wretched alternative, a much greater danger. I am reminded at this point that I could also be describing the early Americans, the American pioneer.

At the same time it is understandable that Western industrialists and laid-off workers complain that the flow of shoes, T-shirts or jeans from Taiwan and Korea into the department stores of the West has cost jobs for many Americans. The other side of the coin is the American consumer who welcomes the invasion of cheaper goods, without which the cost of living, and inflation, would be even higher. Global bankers and multi-national executives insistently argue that free trade benefits all countries in the long run. Many statistics show that newly industrialized countries have provided more American jobs through their trade with the West than they have taken away through their competition. Whether you agree or not you can at least understand why the American government is reluctant to create trade barriers, import quotas if you like, for fear of starting a trade war. Cut off from foreign sources of raw materials, our industries would starve.

The theory of the international division of labor assumes that while newer developing countries take over producing cheaper goods, richer countries will move into more sophisticated products. What is causing the greatest problem today is that developing countries are moving into the production of cheaper goods at a faster rate than the West is moving into the production of more sophisticated products. Meanwhile Japan and some other Asian nations have now changed from developing countries into rich industrialized countries. The competition is exacerbated by the fact that these supercompetitors are moving into the high technology areas that historically were the preserve of the West. The West German's and the Asian's answer to the competition from us is to prove that they can manufacture a better "widget" than we can. Unfortunately, the American marketplace is proving, in some instances, that the supercompetitors have done just that. The United States created the comic strip Dick Tracy. But it is the Japanese that have developed the wrist TV. The price tag today is $150. Mass production will bring it down to under $50.

Well, how do we turn this around? Trade barriers, protectionism and isolationism are not the answer. A return to American ingenuity, inventiveness, savings, resourcefulness, pride in a job well done, a competitive attitude and a change in the idea that the world owes us a living would move us in the right direction. In other words a recapturing of the American pioneer spirit—the very spirit that made this country great.

We must first of all begin with the American worker to convince him or her that we are in an economic war with our competition. Pride in a job well done must again become a first priority because no consumer is going to buy a second class product if a first class product is available for the same or similar price from overseas. Secondly, we cannot continue to raise wages that price our products out of the competitive market. Before the latest United Automobile Worker's Agreement that reversed spiraling wage increases with Chrysler; the UAW was talking about negotiating wages to over $22.00 per hour for production line workers. They may well deserve it. But if you cannot sell the cars that come off the end of the assembly line, then a lower paying job might just be preferable to no job at all.

Apparently, the workers agreed to that philosophy, but the vote was close.

Next, there should be a declaration of economic war to get America going again. That program must not only impact on the American worker but upon every citizen extending even into the elementary grades. We make every attempt to educate our children and college students about the definitions of socialism, Marxism, communism, fascism and all of the other -isms that permeate international society. But it appears to me that we are woefully inadequate in the teaching of capitalism, the profit motive and the free enterprise system. We teach them as though they were concepts we ought to be ashamed of. Those very concepts are the ones that made this country great. Those very concepts are the ones that are being used against us today by the supercompetitors, especially the West Germans and the Asians. We are being beaten at our own game, the game we may not have invented, but the one that we perfected so well. Capitalism, free enterprise and the profit motive may be shot full of holes and inequities but those concepts have returned a greater share of America's wealth to its people than any other system has in the rest of the world combined. I would like to see someone come up with a better system that returns a greater share of a nation's wealth to its citizens than ours does. Until then, I say it is time that we all stood up and embraced what you and I have so greatly benefitted from—capitalism. Education of all of our citizens should be a high priority so that everyone gains an appreciation of and will support our system.

We must reverse the trend, in this country, toward "selective honesty." Selective honesty is defined like this. "I won't steal from you but I'll lie to the I.R.S.; I'll not bring it to the attention of the company or the waitress who made a mistake on my bill that saves me money. I will steal tools from the auto shop at college or from General Motors, why? Because they can afford it!" This country must return to the tenets of basic honesty and ethical behavior.

To continue in our present vein is to feed a cancer that will destroy us. I continue to maintain that we can and we must teach ethics in our schools and colleges and tie them in with a thorough grounding in basic American economics.

Community colleges, then, can make a major contribution to this turnaround by not only teaching about ethics and a keener appreciation for the work ethic but they can play an even more important role. You have all heard about President Reagan's plan for rejuvenating the blighted areas of our urban centers. He calls for the creation of urban enterprise zones. These zones would be designed with tax incentives in mind, low interest loans and other forms of federal assistance that would entice business and industry to move into these areas in order to create jobs for citizens living in those parts of our cities. There is one major flaw in that plan. No company that needs skilled employees will move into these zones.

However, if urban community colleges are a part of the planning process in the creation of the zones and subsequent efforts to entice business and industry to locate there they could be the catalyst for success. Urban community colleges could teach the skills that match the needs of business and industry for these zones. Urban community colleges could also teach about the work ethic, help future employers to create their own code of employee ethics and help students to understand that these zones are being created as an experiment in revitalizing the urban areas of our country. Students must be helped to understand that this is an experiment in getting Americans back to work.

Employees must be taught (like the Asians) that we are all of the same family. Business and industry needs well trained employees with a positive work attitude and employees need jobs. All citizens, working together, can turn this country around. Community colleges can play a leading role starting with

education about employer/employee relations and the dependency that each has on the other.

One last point. America's domination as the industrial giant of the world is threatened. Asia has the resources and the manpower but not an educational system that can surpass us. We can maintain our lead in a highly developed technological society only if we educate the employees of tomorrow and reeducate the employees of today. We must provide them with the knowledge necessary to maintain our technological superiority. I am confident that we will prevail. All that it takes is a positive mental attitude and a commitment to getting the job done. Now that it is said, let's get on with it!

How to Look Good, Be Good and Stay Out of Trouble—Trustee Ethics

Norma Y. Podet, Vice Chairman, Board of Trustees
McLennan Community College
Waco, Texas

What does it mean for a community college trustee to "be good?" To me, the phrase implies good intentions and good action. First, having a firm commitment to serving the best interests of the community and the college. All people have mixed motives. We are all in some degree publicity hounds, power hungry, on the lookout for possible advantage for ourselves, our friends or associates, on ego trips, and otherwise imperfect. The "good" trustee is determined and able to make the college and community best interests his or her own highest priority as a trustee.

Second, "being good" means acting capably and responsibly in carrying out one's commitments to the community and the college. To act in the general best interest, a community college board should act in a truly representative way, mindful of the whole community—ethnically, economically, geographically and in whatever other ways the special circumstances of a community may suggest.

The "good" trustee will conscientiously study issues requiring board judgment. There is a great deal of written material that crosses my desk. I try to read it and prepare for board meetings in such a way that I could explain my actions to any member of the community who might stop me on the street or call me on the phone. This imagined encounter makes reading and absorbing the information more meaningful for me.

A third characteristic of "the good trustee" is the self-discipline and self-control involved in using appropriate channels. I have in mind stifling the temptation to become involved in anything at all aside from making policy together with the six other people who make up the total board. Although as an individual board member I feel welcome to discuss ideas with the president of the college, for any meaningful and definitive action it is up to the other six individuals on the board who with me must make up our official mind and make policy decisions. A good mental picture might be a bicycle built for seven . . . we are not each on individual vehicles but we must all pedal together. Officially, the president needs to listen only to all seven of us with our one decision.

The importance of channels and the protection they offer for rational decisions is clear when you think about the numbers of people involved in running a school . . . students, faculty, administrators, classified personnel. To keep things orderly, there has to be a system of decision-making and the good board member sees the whole system and fits into it intelligently with no special favors for anyone, and no pulling ranks just to feel powerful. This is truly "being good."

Assuming that every trustee is firmly committed to and conscientiously acting in the best interests of the community and the college, it is still necessary to make that crystal clear to the public, to dramatize it with gestures that promote public confidence in and support of the trustees and the college. In other words to "look good".

All substantive business must be transacted in the open, indeed, with the media invited. This

is the law in Texas—the Sunshine Law. One result of this is to make trustees more circumspect regarding their statements and actions, another is to demonstrate that everything is aboveboard. Closed sessions should not be a substitute for open meetings. That is, the closed session, if necessary, should give trustees and all concerned . . . consultants, witnesses or whoever . . . a chance to test points of view in an informal setting in preparation for the formal open meeting. But the open meeting should be the occasion for a full presentation of issues.

A scenario I have in mind which could look very bad is one where the board adjourns the regular meeting in order to have a closed session. Our Texas law permits this action for consultation with the board attorney, discussion of property purchase or lease, or personnel matters, discipline of students or security.

When the closed session adjourns and the open meeting is reconstituted, I think it is very important to review the issues and give some understanding to those present as to what the issues are, in order to avoid the impression that any matter is voted on in a private meeting. This is against the law where there is an open meeting law and leaves the board open to all sorts of legal trouble.

It is the press that could make your board look bad. I have learned by experience that reporters, need to be seen as potentially dangerous to a calm and reasoned climate. Because their job is to highlight controversy and anything out of the ordinary, it might be best to view them as one would a spotlight which may light up one's most unflattering features.

Another way of thinking about this matter of preventing one's board or oneself from looking bad is to keep in mind the preventive notion recommended when writing love letters. Write them as though they are going to be read in court. Imagine every board action or discussion written up in the headlines of the morning paper. Unwary board members soon learn that unexceptional comments may end up being quoted in a headline. So speak up, but be aware that your questions comments and even asides must be expressed with discretion.

"Looking good" means not only the things that one does not do, but the things one does do. As part of a positive approach it is important to bring the story of our colleges to the public with a positive public relations program so that everybody knows we are there, what we are doing and what might interest them.

So far, I discussed being sure to look as good as we can, but I want to suggest that there are times when it is better not to look too good. I have in mind a time when a member of the community may suggest that because of some special power or ability, you may have wrought some personal magic to get special benefits for your school. If this is not the case and, for example, an increase in funds came about because of action unrelated to you or your prerogatives, I think it is best to point out what the real mechanisms are that govern the school's destiny, even though it may be tempting to look and sound powerful and influential. In our hallowed democratic tradition I believe we must be as clear about the real forces at work as we can, so that more people rather than less know how our government works and what consequences of action might be. I believe this is the moral thing to do.

Early awareness, early knowledge of actual and potential trouble is the key to getting out of it and staying out of it. This requires first of all, working closely with, cultivating and meriting the confidence of professional staff. Second, it requires alertness to feedback from various quarters . . . college administration, faculty, students, the public, the political sector, etc. If a way of getting feedback does not exist, it should be created—head them off at the pass!!

In order that board actions are known fully to all the groups affected; students, faculty and

staff, we do several things. The board meeting agenda is posted in places around the campus, there is a special copy sent to the president of the student government, and the meetings are on the official school calendar which is put into every student's hand. Both faculty and students are invited to board meetings as observers and meetings are public. After the board meeting a report is published in a newsletter which goes to faculty and staff. So there is an atmosphere of openness and sharing of information about board action.

In addition to these general things, representatives of specific groups are invited to address the board about agenda matters whenever it is appropriate.

Another positive step that I would strongly recommend for staying out of trouble is having policies written down. The method we have at our school is an excellent one which includes having all the policies related to every aspect of the school in one place, with policy origins clearly identified and constantly updated.

A specific effective formula for staying out of trouble . . . particularly the trouble of conflict of interest which has already been mentioned, is one of our board by-laws on Nepotism which prohibits employment or conduct of business with a person who is related to a member of the board of trustees within the third degree by consanguinity (blood relative) and within the second degree of affinity (blood relative of spouse).

Differences of opinion within the board of trustees, or between trustees and the administration, should be aired in ways that protect the school and its image from unhelpful and unnecessary harm. (Cool it!).

No trustee can hope to be flawless, but each of us, by accepting our positions as trustees has obliged himself or herself to serve the higher interests of the community and the college the very best we can.!

TRUSTEE QUARTERLY

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Contents

The Interim Presidency	*B.A. Barringer*	1
The Role of the College President	*Robert C. Carpenter*	4
The Importance of Good Public Relations and Communications During a Crisis	*Robert R. Evans* *Henry M. Milander*	6
Societal Issues Which Are Impacting On Community Colleges	*Gary A. Eyre*	10
Entrepreneurship Through Strategic Planning, Management, and Evaluation	*Warren H. Groff*	12
Tax Issue Campaign Planning Model	*William J. Hierstein*	18
Community College Athletics: Boon, Not Boondoggle	*Archie M. Morrison*	23
A Community College's Pre-Admission Program Designed to Improve Retention	*Preston Pulliams*	28
The Political Trustee—A Must	*Barbara Roberts*	31

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The Interim Presidency

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Each year a large number of changes occur in the leadership of community colleges. Some changes are the result of the usual routine of retirement and resignations. In other instances, the changes occur in a more traumatic and dramatic fashion and sometimes happen during the academic year.

Whatever the reasons for changing the institutional leadership, most everyone will agree that the period of time during which the change is happening is a precarious one, especially if the changes are prompted by turmoil and difficulties in college operations.

A change in leadership, even under the best of conditions, can be difficult, and is an occasion in which a board of trustees is intimately involved.

With the sudden and dramatic departure of an incumbent president, the board often scrambles to find a replacement. The trustees often feel desperate, vulnerable, and under pressure to commence activity which will result at least in the temporary appointment of new leadership until such time as a search can be concluded for a permanent replacement.

In this environment, boards are prone to elevate someone from within the college to the presidency for a specific period of time, usually with the title of Acting President. This action in some situations may be sound, but in many cases it is unwise. Often, there is no one in whom the board and the campus community will have the same degree of confidence.

Also, an enormous burden is placed upon that member of the college staff who is appointed acting president, and subsequently, chooses to be an active candidate for the permanent position. Nevertheless, each year boards appoint acting presidents from the staff—persons who declare for the presidency and, in many instances, are not selected permanently. This can establish an unpleasant situation for the incoming permanent president as well as place the acting president/candidate in an intolerable, no-win situation as he or she attempts to carry out the chief executive role during the interim period. It is understandable why a board of trustees seeks a quick solution, particularly when there has been a dramatic rupture in the continuity of operations, and effective leadership is demanded immediately.

Caution is important at this time; however, when a president departs, especially under duress, that action affords the board an excellent opportunity to examine objectively the issues which have prompted the rupture in operational leadership. That period of time between the demise of the former administration and the arrival of the new, permanent president can be a time for reassessment, the identification of issues, and a time for certain decisions to be made which will contribute to the welfare of the college and bear upon the success of the new president.

If, in the judgment of the trustees, the institution is in jeopardy, or there is a need for a dramatic reorientation, it may be appropriate for the board to employ an

Interim President, someone who has had no relationship with the previous administration or the college.

The employment of an interim president during these months can give the board breathing room, preventing premature and hasty action in obtaining leadership for the college.

An interim presidency is a difficult task for he or she must work to establish foundation without building superstructure, must work with organizational fundamentals which are not always highly visible but are crucial in organizational rehabilitation and evolvement. The interim president is not a "gunfighter" who is called in to kill all the troublemakers, rather he or she is a peacemaker and a healer who serves as a breakwater between the turbulence of the past administration and the hopes and visions for the new era and the new president.

The person selected for the role of interim president must always make it very clear that he or she will not be a candidate for the permanent presidency. This condition immediately obviates the pressures upon the office relating to certain decisions which will be made throughout the period of service. It is also important that the tenure of the interim presidency be clearly established for a specified period of time, normally 6-12 months; long enough to be effective, but not long enough to appear permanent.

When employing an interim president, the board of trustees, in concert with the campus community, should devise measurable objectives as the basis for employment and must be willing to give the person filling this role its unequivocal backing and support.

The interim president has three roles on a campus:
1. To serve as the chief executive officer;
2. To serve as an in-house consultant making recommendations for both college and board operations;
3. To assist the board and the Search Committee in their efforts to screen and select a permanent president.

When a decision is made to employ such a person, the board must realize that the characteristics and skills needed to serve as an effective interim president closely parallel those skills needed to serve as an effective permanent president. Some of these, and some other special skills and characteristics are:

- Intelligence and the ability to understand quickly the issues and problems facing the institution.
- Successful presidential experience in a community college is a decisive factor, for the interim presidency is no office for one to learn the lessons of leadership. This is neither the time nor the place which will support on-the-job training for a president.
- Ability to employ time effectively.
- Capacity for an enjoyment of a heavy work load. Because of time constraints and abnormal conditions into which the person is often cast, it is not unusual that a seven-day week, fifteen-hour day is needed.
- Facility for conflict resolution.
- Capacity to facilitate communications among various college constituencies.
- Personal and professional integrity.
- Capacity to understand that process is about as important as product.
- Firmness, assertiveness, yet a humaneness and sensitivity to people involved.
- Enjoyment of the challenge of working on problems from which others have fled.
- Capacity to work diligently at a task and to do so as if one would be in the role forever while knowing that he or she will not be.
- Capacity to deal with the dynamics of making a decision, yet knowing that one will not need to live with the results.
- Ability to define priorities and work toward addressing the most crucial ones.
- Ability to recognize limits and to focus on the most crucial problems within the institution.
- Possession of problem solving and analytical skills.

- A sense of objectivity.
- Team building skills since the administrative staff is often in disarray.

In summary, the most important skills seem to be those that deal with the human dimension of the job and those which enhance success in organizational, financial, and planning activities.

The interim president is not a magician or one who brings all of the answers. He or she is someone who understands how to help people help themselves, and who can quickly see the potential in the institution and communicate that vision to those who labor therein. The interim president must begin to help rebuild relationships which have often deteriorated during periods of turmoil.

The board must choose someone who can heal the wounds, yet reach short-term objectives while helping to set the stage for the achievement of longer term objectives. This office must be a bridge between the old and the new and should be of invaluable assistance in the transition to a new administration. This transition should be positive for the interim president does not need to be defensive as is often the case when leadership is being transferred between a long established administration and the new leadership.

An interim president may behave independently, although within the confines of statutes, regulations, and general understandings established on the campus at the outset. There should be no vested interest for him or her, no prejudgments, no favorites, no long-term personal needs which must be satisfied by that particular institution.

He or she can take the necessary actions, however unpopular, that need to be taken and can do so with little timidity, but, of course, with the greatest sensitivity and understanding of the situation. The interim president must bring an objectivity to the position and a person brought in to do this job has a far better chance of achieving that objectivity.

The rewards of employing a successful interim president are hopefully a smooth transition to the new administration and attention to those issues that have either been ignored or handled poorly in the past.

The interim presidency is a position which many institutions might find helpful as they grapple with changes in the primary leadership.

The Role of The College President

Robert C. Carpenter, Trustee
Southwestern Technical College
Sylva, North Carolina

Perhaps it would appear a little unusual for a trustee to address the topic, "The Role of The College President." I have been a trustee for a number of years dating back to the early 70's and have enjoyed serving as a member of the executive committee of the North Carolina Trustees Association of Community Education Institutions for over three years. We have in the Association an intense desire to see all the college presidents do well in their respective schools. I have worked closely with two presidents to help upgrade the image of our school and the community college system in North Carolina. We have ascended to the heights of the second largest system in the United States—second only to California.

Quite obviously, the president is the chief administrative officer of the school. His desk is where the buck stops. He has to see that the policies are carried out, which puts him in the position of the primary contact between the trustees and the institution.

No president can be someone other than himself and expect to be successful. There is no written game plan for success. When you think of people management in terms of running a bank, operating an industry or a small business, it is people management that's all important. In that vein and with all of our refined and re-refined organizational charts, it is still a people management function job. Perhaps as a banker I am somewhat type-cast and for twenty-eight years have studied one very strong characteristic in successful leaders in my profession. Almost to a person the individual who has come up through the ranks to the position of high people management level is the individual who has the easiest and smoothest road to success.

In a recent interview with a very successful university president, I heard facts which fortified my belief in a truism. It seems that many, many organizations have tried picking literally squads of very young people and working them quickly up the ladder—you've heard it—the youth movement. It just doesn't work. Look at the World Series last fall. The two teams in the Majors with the most veteran players vied for the championship. Who won? LaSorda's Dodgers. The point is that the most experienced teams were in the World Series.

As indicated at the outset, an outline of what the books say could be given, such as "The president must see that the trustee approved policies are implemented; the president is responsible for the preparation of the agenda for trustee meetings; the president recommends new policies to trustees for approval; the president develops the appropriate organizational structure for the school; the president is responsible for the school's reputation; the president is responsible for maintaining acceptable quality standards for instruction"—and the list goes on and on.

This is not to say that these duties are not the actual role of the president or that they aren't important. The successful president is the one who has the command and respect of his trustees; the command and respect of the community; and the command and respect of the students. That to me is

success because this president doesn't have to worry about job security, mutiny in the ranks, the school's image nor his own image in the community. Everything comes easy because this president is honest with himself first and consequently sincerely genuine with everyone. In other words, this successful president gets along with his colleagues because of the traits that he reflects by being his honest and sincere self.

LaSorda was mentioned because I'm a St. Louis Cardinal fan, but Tom LaSorda is the epitome of enthusiasm, sincerity and honesty with his subordinates. I can't picture a president galloping into a classroom and making a great display over a member of the faculty who has done an excellent job, but letting this person know they are appreciated is something that should be done frequently when deserved. In other words, a lot can be delegated by organization charts through high echelon administrative people but any president who doesn't know everyone on a first name basis is quite simply missing the boat.

Another point made by my university president friend is that the ideal president will know the answer to questions even before they are asked. Again, relating to baseball, he will be "thinking two or three innings" ahead. LaSorda had just an inch more insight and knowledge of his men and it showed when Pitcher Tommy John was removed early by Bob Lemon. Hooten and Howe held the Yankees while the Dodgers piled up the runs.

Finally, every person in your organization structure who is immediately subordinate to you should have someone nipping at his heels for his job. If this second person in line is made to know that he is one step away from a top echelon position, and again, if the president displays honesty, real sincerity and is devoid of masks that conceal deceit and special privileges to pet colleagues, herein lies the successful president.

Since that is the name of the game I leave you with this note of optimism. The final message in the Optimist Creed sums up the attitude of the successful college president, "Promise yourself to be too large for worry, too noble for anger, too strong for fear and too happy to permit the presence of trouble."

The Importance of Good Public Relations and Communications During A Crisis

Olympic College
Bremerton, Washington

Robert R. Evans
Dean of Administrative Services

Henry M. Milander
President

Does your college enjoy good public relations? If so, you are aware that good public relations do not just happen. It is necessary for an institution to have a planned public relations program that addresses both the on-campus and off-campus public. A good public relations program is important at all times, but becomes particularly important in a time of crisis. The day that a crisis develops is not the time to begin planning a public relations effort for your college. A public relations program should serve both the institution's and the public's interest.

Olympic College is a state supported community college located in Bremerton, Washington, and serves a two county population of approximately 180,000. During the fall of 1981, the college faced a budget crisis unparalleled in its 34 year history. The previous 18 months had seen the institution absorb an approximate 17 percent decline in state financial support. In September, the Governor of the State of Washington, as a result of state revenues falling short of projections, requested all state agencies to immediately reduce their budgets by 10.1 percent and to prepare and submit contingency plans for a possible second 10 percent reduction. These dollar reductions necessitated a reduction of educational programs and consequently student enrollments.

During the 1980-81 fiscal year, Olympic College served approximately 4,100 full-time equivalent students and at the start of 1981-82 fiscal year, the college had plans to serve approximately 3,700 FTE's. The lower figure was required by the state because community colleges had been "overenrolling" according to the legislature. As a result of the Governor's executive order mandating a 10.1 percent budgetary reduction, it was estimated that the college could educate 3,000 FTE's during the 1981-82 fiscal year. This 25 percent decrease in enrollment resulted in a decline in student fees, the funding source for various student programs and activities. Thus, in addition to a decline in educational programs, the institution was also faced with decreasing financial support for its student programs and activities.

To compound the above problems, the college also saw a decrease in federal funds which dramatically impacted the Veteran's Office, the Office of Financial Aid, and the Nursing Program. The college was concerned that remaining federal dollars would be denied as a result of the institution being unable to demonstrate maintenance of effort.

In planning its public information campaign regarding the impact of the budget reductions, the college first identified the groups requiring information, the type of information to be disseminated and the methods of communicating this information. Eight different groups were identified as requiring information regarding the decrease in financial support and consequently the decline in

educational programs, supportive services, and student programs and activities.

The first group identified as requiring information was the college's board of trustees. The board of trustees needed information in order to respond to questions from the general public and take action on the revised budget. The administrative team needed to be knowledgeable of the problem, as it would be their responsibility to determine the budget reductions for their respective programs and continue to keep the college operational. In addition to the administrative team, the entire college staff (administrative, classified, and faculty) required information, as the decisions being reached would affect the day-to-day operations of the institution and possibly their future employment with the college. The spector of a massive reduction-in-force weighed heavily on the minds of all employees, especially when the president called a second all staff meeting and announced, "We have a $3,500,000 problem."

The college's student body as a whole, and particularly the elected student officers, would feel the impact of the budgetary decisions and needed to be informed. The institution knew there would be a decline in educational and supportive services. As a result, enrollments would decrease and programs funded by student fees would be impacted.

There are two employee associations (unions) that negotiate collective bargaining agreements with the board of trustees, one serving the classified staff, the other the faculty. The collective bargaining agreements for both organizations contain sections dealing with reduction-in-force. As the union representatives were concerned with the impact on their members, it was necessary to provide them with as much information as possible.

The college utilizes a series of program advisory committees that advise the college on various educational programs. Advisory committee members needed to be made aware of the crisis and its effect on the various programs, thus enabling them to provide recommendations on program direction and to answer questions from community members.

It was certainly necessary to inform the citizens in the college's two county service area that, as a result of a reduction in state support, educational offerings and services were being drastically reduced. Legislators representing the college two county service area were also identified as a group requiring additional information. Individual legislators were not knowledgeable of the specific results of budget reductions of this magnitude on the college's services to the community.

After identifying the above publics as groups requiring information, it was next necessary to identify the information to be provided. It was determined that all information disseminated must be factual. In any crisis, it should be remembered that rumors will greatly exceed facts both in number and negativity. If communications are to be credible, they must be based on factual data. The president had previously established a rumor control center. Employees of the institution were reminded that such a service existed and were encouraged to use it to obtain current factual information. It was also decided that decisions were to be communicated in a timely manner. If facts were known, and decisions had been reached, it was important to communicate this information. It was also just as important to communicate when no facts were available and no decisions had been reached. One of the major concerns of all college employees was the fear of massive layoffs. Therefore, it was important to disseminate information on how the budget reductions would affect individual employee groups.

After identifying the publics requiring information and the type of information to be

communicated, the next step was to identify the methods of communication. It was decided that meetings would be held with all budget administrators so that they would understand the magnitude of the problem. Once they understood the problem they would be able to participate in the solution and to answer questions from their employees and from the public. As the magnitude of the immediate decline in financial resources would alter the structure of the college, it was also deemed necessary to inform all employees and to provide them with an opportunity to ask questions of the president in open public meetings. Meetings with the union presidents and the president of the associated student body were also deemed to be necessary and were held frequently.

The press and the local radio stations were identified as the networks best suited to communicate to the college's external publics. Press releases and notices of meetings to be held on campus were given to the local radio station, the area's daily paper, the weekly papers, and the student newspaper. Bremerton does not have a local television station. Press releases were also sent to the three large naval installations situated in Olympic College's service area.

Within a three week period of time, the college identified 1.7 million dollars in budgetary cuts from a 16.7 million dollar biennial operating budget. An additional 1.7 million dollars was also identified if it became necessary for the college to absorb a second 10 percent budget reduction during 1981-83 biennium.

One of the first decisions reached was to try to protect the jobs of full-time employees, if at all possible. While the college found it could absorb the initial 10.1 percent budget reduction without laying off any full-time employees during the 1981-82 fiscal year, it was necessary to lay off a large number of part-time and hourly faculty, classified and administrative employees. If additional cuts were necessary, however, layoff of a considerable number of full-time employees would be necessary during the 1982-83 fiscal year. As these and other decisions were reached, they were rapidly communicated to all of the identified internal and external publics through a combination of on-campus meetings, the press, and radio.

There were many benefits from this concentrated public information campaign. Budget administrators became knowledgeable of the magnitude of the problem, participated in the decision making, supported the decisions and helped communicate information both on and off campus. The fear of a massive layoff of permanent employees quickly subsided and an atmosphere of commitment to and support of the institution was developed. This included administrative support by the unions and the students. Staff morale on campus was perceived to be as high as it had ever been in the history of the college. The budget crisis and communications effort pulled all constituent groups together into a spirit of cooperation and a display of genuine and deep seated concern for each other.

Community members understood the reasons for the decrease in programs and services. As a result of a student sponsored public meeting, the college district's legislators developed an awareness of the impact of budgetary reductions on their constituents. Subsequently, in a special legislative session, the initial 10.1 percent reduction in appropriations was reduced to 5 percent.

Communications are important during the day-to-day operations of an institution. Over a period of time, it is necessary for a college to build a credible public information system that can supply information to both its external and internal publics. Such a system should identify various groups and the methods of communicating with them. If this is done, when a crisis occurs it is possible to communicate swiftly and credibly. As a result of Olympic College having such a

system, we not only survived a major budgetary crisis, but actually improved staff morale on campus and used the crisis as an opportunity to communicate our mission to the citizens we serve and to the legislators to whom we look for funding.

Societal Issues Which Are Impacting On Community Colleges

Gary A. Eyre, Executive Director
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There is abundant evidence to substantiate the fact that community colleges in America are becoming the leader in adult/continuing/community education. Community colleges are lifelong learning, cradle to the grave—womb to the tomb or as I call lifelong learning—its twinkle to wrinkle—institutions.

Adult education in community colleges is "Prime Time."

It is not easy to be number one in serving adult learners. In order to stay number one—to remain on the right track, I feel there are a half dozen or so societal issues which we must examine—issues which impact on our lives every day.

If adult education is to be a voice in solving problems rather than a mere echo, we had better take note of what the so called "man on the street" is saying about his concerns. He does not put academic education high on the list.

These major concerns are:
1. Economics/Inflation/Personal Income Management

You know this story, between January 1980 and today:
- Mortgages, taxes, insurance up 30%,
- Gasoline up 60%,
- Medical care up 15%,
- Transportation up 19%,
- Clothing up 6%,
- The inflation rate on food stuffs is up 18%.
- This year a family with an income of $16,000 with a normal pay increase of 7% will loose $3600 to inflation.

Inflation seems to be a doomsday scenario—few adults can keep up with the spiralling costs. People need help in personal financial planning.

Stop and think for a moment, are there programs in adult education at the community colleges we can initiate to address this whole area of dollar management? I don't mean those about how to make money, the days of adult education programs on investments and banking are over, the name of the program now is personal economics and financial survival.

2. A second societal concern closely allied to item number one is employment/unemployment and underemployment.

Gainful employment is the most important fabric in our American way of life. Because the economy has slowed down—car sales off, purchase of clothing down, 17 or 18 percent prime interest rates have brought home building and purchasing to a standstill—there are millions who are today employed and face tomorrow as numbers in the unemployment statistics.

Sixty percent of those who are employed have stated they are dissatisfied with their job status and literally hate to go to the work market place each day.

What adult employment initiatives do we need? I question the advisability of a youth employment/training initiative now on the Congressional and Administration drawing board. If there is to be a Federal government thrust in vocational training and technical education, it must be one which forces labor and education to coordinate and cooperate their efforts. Should the Department of Labor be in the education business?

I submit to you—adult education has new challenges in job training, retooling, and gainful employment.

3. Crime and personal safety is item number three.

Statistics on murder, rape, assault, robbery, cheating, graft, auto theft, drugs, are commonplace in our reading and TV viewing. It is a jungle in the city after dark. Last year 23,044 persons were murdered.

Shoplifting is lifting tens of billions of dollars from our pocketbooks in higher prices to cover losses. Insurance cheating on claims is becoming commonplace.

How can adult education programs—programs of information, of awareness, and solutions help the adult cope and minimize crime and insure personal safety?

4. Concern number four is: Health/Medical Care/Insurance offsets.

The cost of a few weeks stay in a hospital can wipe out a lifetime savings account. Dental care is often by-passed because the family cannot afford it as preventative care—the dentist is now only called when you hurt.

The elderly physically suffer many of their waking hours because medical care is out of their grasp due to its price tag. Medicaid and Medicare is not enough for the senior citizen on a fixed income, especially with the 1983 budget's major modifications in that area.

Many an adult does not know his or her health insurance coverage provisions and few understand the policy fine print. Catastrophic injury or illness means the poor house.

How about secondary health care and social services in our adult learning centers which really are community colleges?

Let your imagination run wild on what we can provide in the health field in community colleges. I am not talking about training dental hygienists or health technicians. I am talking about helping the client, the adult.

5. Conservation/Energy/Environment is a fifth societal concern.

As I mentioned earlier, gasoline prices went up 60 percent in the last 20 months. A gallon of gas is now $1.40 and many state governments are talking about excise taxes.

We as a nation are now dealing with finite resources. Like the alcoholic we cannot get enough—enough gasoline, coal, oil, timber, silver, gold, copper, water.

A new attitude of equal shares must begin, a dedication to getting along with less, a philosophy of conservation and caring about our environment.

What can adult education in community colleges do to help us cope?

6. Big Government

This is a creeping societal issue and a national concern.

"My vote does not count," many eligible voters are saying, only 36 percent voted in the last election. Democracy is self-governance and governance means participation and understanding the ballot.

The test of a citizen as a soldier lies in action. Wise action is the fruit of understanding, of reflection and knowledge. Community colleges can provide that through civic dialogue activities and current affairs seminars.

7. Pre Retirement/Retirement/Leisuretime /Recreation

We are experiencing shorter work weeks, earlier retirements, and life expectancy is longer.

8. The Family

9. The Education System

I could go on and on—these issues are not mine alone, these are yours, our neighbors, our co-workers, those of our fellow men. As leaders of community colleges you have a responsibility for a greater role than the traditional "night school, evening college, slim and trim," mentality of adult education programming.

My visitations to the community college campus and outreach services gives me evidence that the community college is on the cutting edge of these societal issues and can play a major role in the helping hand to our concerned adult population.

Entrepreneurship Through Strategic Planning, Management, and Evaluation

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The February 28, 1977, issue of *The Chronicle of Higher Education* contained an article entitled "Where Are the Leaders in Higher Education?" The author alleges that the modern collegial context has caused the disappearance of the statesman leader in preference to the institutional manager. Arthur Levine asserts that the "single-minded concern with surviving must give way to a commitment to thriving. The accent must shift from persisting to prospering."[1] Brent Knight, President of Triton College, suggests the way to cope with the challenges of the 80's is through strategic planning, marketing, and an entrepreneurial attitude.[2]

This article will describe a process to assess a college's external environment and audit its internal environment in order to pursue options available to postsecondary education. Parts of the process were developed and used at the 1981 Snowmass Institute on Strategic Planning and Management on July 5-10 and at an American Council on Education Leadership Seminar on "Strategic Planning Techniques for Massachusetts Postsecondary Education" presented in conjunction with The Council of Public Presidents and Chancellors and the Chancellor's Office of the Massachusetts Board of Regents on November 30-December 1, 1981.

The Maturation of the Concept of Strategic Planning

During the post World War II years institutional planning had a focus on acquiring more resources and building facilities for the increased number of students resulting from the equal right demand for access to postsecondary education. Planning in postsecondary education during the 1960's was undertaken in response to immediate needs with minimum regard to the future. During the 1970's the influx of traditional 18 to 22-year-old students began to stabilize. Many private and public senior institutions began to experience the impact of a broad range of demographic, social, political, and economic forces. As a result, organizations such as The Council of Independent Colleges (formerly The Council for the Advancement of Small Colleges), the Academy for Educational Development, and the American Association of State Colleges and Universities launched programs relating to comprehensive institutional planning. These projects, and others like them, stressed the need to assess the external environment. The literature began to reflect descriptions of institutional planning processes including some way to assess the external environment. Numerous persons began to add clarity to the concept of strategic planning.[3] Essentially the concept is one of matching opportunities in the external environment with institutional strengths as determined by an internal audit.

External Environment Assessment

Tools for external environment assessment include policy analysis, needs assessment, trend analysis, environmental scanning, and market analysis.

Ahmann indicates that needs assessment is a generic term to describe a process "for determining the discrepancy between exist-

ing and desired levels of attainment with respect to specific educational goals."[4] He describes types of needs assessment and the state of the art which has shifted from informal to formal, systematic efforts beginning in the early 1970's, attributable primarily to the accountability movement stimulated by federal legislation. Vlahos traces several changes in needs assessment techniques including its application to perceptions of the community and business and industry.[5]

Trend analysis consists of the systematic review of comparable data over time in order to determine direction. Environmental scanning consists of periodic sampling of data which may ultimately form the foundation of trends. An example of such a scan is the College Entrance Examination Board study indicating that 36 percent of the population between the ages of 16 and 65, more than 40 million Americans, are in a career transition status.[6] Research by the College Board, however, indicates that only about one-fourth of the 58,400,000 persons in postsecondary education are enrolled in colleges and universities.

Market analysis consists of obtaining detailed information about markets or market segments served or not served by the institution. Market analysis is an organized effort to identify the relationship between specific wants and needs of people and the way the institution meets or could meet them. Market analysis, is, in its simplest description, a more coherent way to plan institutional responses to conditions within the College's service area.[7]

The project by the American Association of State Colleges and Universities uses a cross-influence matrix of 12 societal trends and 12 values to bring planning assumptions into focus before setting goals in 10 areas. The 12 societal trends are population, government, global affairs, environment, energy, economy, science and technology, human settlements, work, life style, women and participation. The 12 societal values are change, freedom, equality, leisure, interdependence, pluralism, localism, ethics, knowledge, quality, goals and foresight. The 10 goal areas are finance, students, research and development, public service, facilities, faculty, curricula, administration, resources, and athletics.[8]

Another way to categorize data about a college's service area is by industry. The list of industries could include textiles, auto, shipbuilding, mining, electronics, telecommunications, biotechnology, health care, insurance, and education.[9] Information analyzed by the Bureau of the Census includes social indicators such as population and the family; health and nutrition; housing and the environment; transportation, public safety; education and training; work; social security, and welfare; income and productivity; social participation; culture, leisure and use of time.[10] The project by the Academy for Educational Development used the categories of demographic trends, social expectations, economic trends, and governmental planning.[11]

The purpose of the external environment assessment is (1) to formulate assumptions which guide the institutional decision-making process, particularly in the areas of goal setting and human resource development, and (2) to identify strengths, weaknesses, opportunities, and threats in the external environment.

The heart of an institution is its certificate and degree programs. Faculty actively participating in gathering and analyzing data about the external environment keep curricula current and relevant. This data can be fed into the institutional strategic planning process which includes the specification of assumptions. A definition of assumption is as follows:

> An assumption is a proposition describing future conditions, some of which the institution has little control over. The

level of certainty assigned to an assumption determines the level of precision it is allowed in subsequent planning. The greater the uncertainty about the assumption the greater must be the range of flexibility/hedging/options the institution retains against the non-assumed condition. Raising the certainty level of an assumption yields greater planning precision, better long term goal effectiveness and improved cost efficiency and program effectiveness. A planning assumption proposition can be internal to the institution or external to it. One criterion which is used in making a decision about inclusion or exclusion of a specific proposition at the institutional or departmental levels rests on whether or not the assumption has a direct bearing on setting goals and objectives at that level.

Institutions and systems vary in their ability and capacity to collect and analyze data about their external environment. Regardless of degree of sophistication, judgments are made relative to the strengths, weaknesses, opportunities and threats in the external environment. An institution can focus more clearly on each of these through the strengths, weaknesses, opportunities and threats exercise. Using whatever data base is available, impressionistic through hard data, an institution or system can list strengths, weaknesses, opportunities, and threats in the external environment. Data from one source indicate that change in the number of high school graduates between 1979 and 1995 will range from a decline of 59% in Washington, D.C. to an increase of 58% in Utah. Eleven states will experience a decline of more than 30% in the number of high school graduates during that period.[12] It should be noted that an increase of 58% in Utah is not necessarily a strength. It is conceivable that some of the 11 states anticipating enrollment declines in excess of 30% would contract with Utah for the delivery of educational services. The same could hold for developing nations.

Each strength, weakness, opportunity, and threat can be labeled demographic, economic, social or political. The purpose of this analysis is to gain insights into which several options an institution or system will choose in charting a course of action over the next several years. Bowen indicates that colleges experienced enrollment declines in 1934, 1944, and 1952 and suggests four options: (1) redirect resources toward higher quality, (2) redirect resources toward research and public service, (3) redirect resources toward new student clientele, and (4) retrenchment.[13] Campuses can prioritize these options based on the analysis.

Internal Audit

Institutions pass through various stages of development and have different characteristics of organizational functioning. Stages of organizational development are listed as emergence, growth, development, regeneration, and decline.[14] In addition, an institution can be viewed as being comprised of several major areas such as (1) planning, research, and evaluation; (2) enrollment, retention, and financial aid; (3) academic and student programs; (4) personnel management and development; (5) fiscal resources management and development; and (6) reporting and outcomes analysis.

Each of the above-listed areas is an aggregate of functions within the institution. For example, "planning, research, and evaluation" consists of; the capability for external environment assessment, the institutional planning process, institutional research, management information system, institutional self-studies, and the annual evaluation process. As was indicated in the previous section, external environment assessment is a function, for the most part, of an institution's capacity to use the tools of needs assessment, market analysis, trend analysis, and environmental scanning. This type of detail can yield an evaluation format for diagnosing the stage of institutional development.

Because most of an institution's resources are in direct support of certificate and degree programs, evaluations of them deserve special attention. Certificate and degree programs can be evaluated on the basis of quality, centrality, and market viability.[15] Quality is a function of faculty, students, library holdings, support services, program characteristics, program advisory committees, and other variables. Centrality relates to the degree of closeness to the central mission of the institution. Market viability is defined as demand in the market place, competition, and comparative advantage.

Matching and Integration

Strategic planning and management is essentially the matching of opportunities in the external environment with institutional strengths. Demographic data indicating a decline in the number of high school graduates, which might be listed as a "threat," can be balanced against the "opportunity" of attracting more of the 36% of the population between the ages of 16 and 65 who are in career transition. The social expectation force of equality of opportunity to a quality education and the political/economic forces of the right to retraining and to continuing education will yield additional lifelong learners who will be offered education and training by one of several postsecondary education providers.

Programs of high quality, centrality, and market viability should not be deprived of the resources necessary to insure their maximum impact on the institution's service area. Programs of low quality, centrality, and market viability should yield to programs designed to take advantage of opportunities in the external environment such as retraining the unemployed[16] or technology transfer.[17] Programs between these two extremes must be dealt with individually. For example, programs with high centrality and market viability but medium or low in quality must be examined in terms of faculty, students, library holdings, support services, program characteristics, degree of active participation by program advisory committee, and other variables. It is possible that a program may be low in quality simply because it is in the early stages of development or integration such as robotics or rehabilitative engineering, programs which are multi-disciplinary in nature.

Integration concepts extend beyond combining disciplines to relations between institutional planning, institutional research, the management information system, public relations, marketing, and development or fund raising. Management information systems in the past have tended to focus on data elements relating to the internal operations of the institution such as registration, scheduling, class rosters, space utilization, grade reporting, student aid, payroll, budgeting, and other administrative applications. Data have been collected and grouped in files labeled student, personnel, financial, and space. Sometimes the data elements are similar for various reporting agencies and occasionally the independent files can be integrated to produce meaningful reports on topics such as program cost analysis and student longitudinal studies. Occasionally independent file reports or integrated file reports are synchronized with decision points in the annual planning/budgeting cycle but usually stop short of strategic planning. Management information systems of the future must include the integration of internal and external data sets.[18]

In addition, integration goes beyond a single institution. It extends to how an institution fits into a larger system of providers of postsecondary education services.

Summary and Conclusions

Planning, however defined, has a focus on designing and shaping the future as opposed to merely changing. Strategic planning must consider a critical analysis of forces, trends, and their effects and must be firmly based

on demographic, social, political, and economic data sets. Data is the foundation upon which to build the multi-year institution or system *Plan*, a document containing a grand design representing intelligent anticipation of activities and events carefully specified in advance to move from one point to another. The data analysis process must strive to produce meaning as it relates to efficiency and effectiveness of relating resources to institutional goals and objectives. Planning, then, is critical analysis and requires the development of an analytical capability to collect, array, and analyze a large number of variables in an effort to portray a system of relationships, causality in some cases.

Institutions pass through various stages of development and have different characteristics of organizational functioning. Stages of organizational development were listed as emergence, growth, development, regeneration, and decline. Types of organizational functioning can be listed as hierarchial, Theory X; collegial, Theory Y; and political, collective bargaining. In addition, tools of strategic planning can be labeled needs assessment, trend analysis, environmental scanning, and market analysis. The challenge to postsecondary institutions is to diagnose where they are with regard to organizational development and organizational functioning and develop elements of strategic planning appropriate for their context. The challenge is to capitalize on strengths, minimize weaknesses, take advantage of opportunities, and eliminate or reduce threats. Strategic planning, management and evaluation holds the potential for reviving the entrepreneurial spirit.

The entrepreneurial spirit or attitude, however, must be followed by entrepreneurship. Michael Barker, director of policy studies for the Council of State Planning Agencies, an affiliate of the National Governors Conference indicates that companies listed in the *Fortune* 500 haven't produced a net employment gain in five years. Eighty percent of the new jobs in this country are being created by establishments that employ twenty or fewer people and are less than four years old. Small companies start where the people who run them live. Everything suggests that postsecondary education ought to focus "public service" development efforts on enhancing the possibilities of start-ups.[19]

Specific ways in which postsecondary education can assist small businesses includes: (1) develop evaluation formats to assist small business and industry to diagnose their state of development; (2) assist business and industry to understand their external environment; (3) assist them to conduct an internal audit; (4) assist them to develop a strategic plan; (5) conduct specialized training programs on managerial, technical, and career centered topics; and (6) assist them to prepare bids for federal and other contracts.

We have the tools. Do we have the spirit and are we willing to commit the resources to dedicate our institutions as instruments of economic and social change?

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[12]*The Chronicle of Higher Education*, January 7, 1980.

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Tax Issue Campaign Planning Model

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Few public school administrators or board members look with much relish on the approach of a tax rate referendum, building bond election, or other tax issue requiring a popular vote. Community college administrators and board members have even better reason than most public managers to be apprehensive about going to the voters for approval of tax issues. Despite the fact that the community college is the most vital and democratic of America's educational institutions, certain peculiarities of organization and structure make it extremely difficult for public community colleges to secure voter approval of tax issues.

When compared with other school districts, community colleges have at least three special problems that make securing voter approval of tax issues particularly difficult. First, many community college districts cover a much larger geographic area than other public school districts. More area means more voters to influence, more territory to cover, less uniform support for the community college (particularly on the fringes of the district), and more difficulty organizing an effective election campaign.

Second, there are the problems associated with the community college program and clientele. Community college programs usually fall into three categories: college transfer, career (or vocational) education, and adult and continuing education. These labels are certainly not universal but the general categories will serve for discussion purposes. Each of these program areas attracts students with varying goals and aspirations. Each student takes away a unique perception of the community college—its mission and its role. As these students become alumni they go on to other things and herein lies the problem. Community colleges have great difficulty retaining the loyalty and interest of former students.

College transfer students usually go on to attend other institutions and tend to transfer their allegiance to the college or university where they finish their baccalaureate degree. Career education students who take jobs in the district tend to vanish into the work-a-day world and lose contact with the community college. Continuing education students often have such fleeting contact with the college that they not only have little allegiance to the community college, but often have little recognition that it was the community college that provided the program or course.

Third, there is the general public lack of understanding of the community college and its value to the community or service area. Many members of the public have had no direct, and very little indirect, contact with the community college. Despite all efforts to increase services and expand the curriculum, there remains a large percentage of the voting public for whom the community college is just a place or a name. It is important to remember that the community college offers a specialized curriculum (no matter how diverse it becomes) and for that reason the community college will never enjoy the widespread voter identification that the public (K-12) schools enjoy unless great efforts are made in the area of

public relations. Most voters have attended the public (K-12) schools or have children and grandchildren who do (or did) attend them. That is not true of the community colleges.

These problems along with hard economic times, double digit inflation, the public outcry over property taxes, and a general atmosphere of retrenchment, force community colleges to face an uphill battle when asking for a tax increase.

There are, of course, strategies for dealing with each of these problems. Many require continuing effort and should be given constant attention through public relations programs, alumni activities, and marketing efforts. There is no question that long-term efforts pay big dividends when a tax issue is pending.

A carefully planned and executed election campaign can, however, help the community college to build on these assets and to overcome some weaknesses in the area of public relations, alumni activities, and marketing. The planning model presented here was developed at Southeastern Community College in West Burlington, Iowa. The issue which prompted its development was a plant fund levy (building fund) issue. This levy is vitally important to the college because it provides the only practical solution to the continuing need for funds for campus development. The levy, which can be approved for a maximum of ten years, had been approved on three previous occasions, without difficulty.

In July of 1979, one year before the levy was due to expire, the decision was made to place the issue on the ballot at the September School Board Election (as required by law). It was decided that no active campaign would be conducted. Other than a few speaking engagements to civic clubs, no public information efforts were made. This decision was made because the issue had, in the past, always passed and statistics showed the percentage of "yes" voters increased as the number of people voting decreased.

This strategy failed miserably. The issue was defeated by a wide margin. There were many reasons: hotly contested school board races in some of the local school (K-12) districts brought out record numbers of voters; other tax issues on the ballot were defeated and attitudes on those issues apparently rubbed off; voters who had come to the polls to vote for or against a particular candidate, when confronted with an issue about which they were uninformed, either voted "no" or simply did not vote on the issue; the issue was placed high on a crowded ballot and was overlooked or confused with the instruction on how to use a voting machine; and on and on. All of these contingencies had been unanticipated. The need for more systematic planning in the future was very definitely indicated and plans were made to conduct a more active campaign at the next opportunity.

The model, shown schematically at the end of this article, was developed to aid in the college's effort to plan a campaign, which would inform the public of:

- The college's need for improved facilities.
- The value of the college to the service area.
- The college's record of responsible management of public funds.

The model is basically a five step, linear planning model. The major steps or elements are:

1. Analyze the need for tax revenue funding and make the decision whether or not to place the issue on the ballot.
2. Identify, "Publics" to be influenced, resources available, and potential problem areas.
3. Decide what type of campaign is necessary and practical.
4. Develop election campaign master plan.
5. Implement and conduct campaign.

Each of these major steps or elements can

be broken down into sub-elements. The number and variety of sub-elements will vary depending on the nature of the issue under consideration and other situational variables. It is important, however, to make every attempt to list and consider as many of the sub-elements appropriate at each step as possible. It is axiomatic that it is not the things you plan for which cause the problems that cost you the election; it is the problems you don't plan for.

The first step in the model is the most critical. It is also the step most often given insufficient attention. There is a tendency to assume that the additional revenue is needed and that financing through a tax issue is the most desirable, or only, method of satisfying the need. Many districts find themselves trimming the fat out of their operations after the election has been lost. The time to demonstrate fiscal responsibility is before the issue is placed on the ballot. An honest attempt to examine the need and explore alternatives must be made early in the process. The administration and board of directors must thoroughly examine the issue and make the decision to seek additional tax revenue with the appropriate reluctance. This is particularly important given the current mood of "taxpayers revolt." The decision, if and when it is made, should be unanimous. A divided board of trustees is ammunition in the hands of those opposed to the issue.

Once the decision is made to place the issue on the ballot, other critical decisions naturally follow. The decision must be made as to how to best present the issue to the public. It is not enough to say that "We'll do everything we can." Sometimes doing everything you can is the wrong approach. Some colleges have taken this approach and run a high visibility campaign with the attendant expenditures of funds only to find that they are heavily criticized for wasting money on paid advertising and expensive brochures. It is essential that an exhaustive effort is made to list the various "publics" which must be influenced, the resources available, and potential problem areas.

The voting population must be thought of not as a homogeneous mass but rather as a collection of "publics" or interest groups. Some "publics" are well disposed toward education and are friends of the community college and will require little convincing that your issue is right and just. Others, say "trade union members," for example or "the elderly" present a formidable challenge but can be reached with more effort and the right strategy. Still others, such as "the taxpayers association" can never be convinced but must be considered because of their possible active opposition to your issue. Each "public" should be identified and listed.

College resources that can be utilized in the election campaign should be listed. Resources vary widely from college to college, but if a successful election campaign is to be mounted, commitments of time, money, facilities and personnel must be made. It is important to estimate your ability to conduct an effective campaign and a complete listing of the resources available is an essential planning tool.

Potential problems which must be overcome will begin to become evident as the "publics" to be influenced and resources available are identified. It is better to consider all contingencies early than to let them present themselves in the midst of the campaign.

Utilizing the information available after listing the "publics", resources, and potential problem areas means a decision must be made as to what type of campaign to conduct. The model labels election campaigns high visibility, medium visibility, low visibility, or inactive. These labels are loosely defined and require those utilizing the model to distinguish for themselves the degree of difference between a high visibility campaign and a medium visibility campaign or

between a low visibility campaign and an inactive one.

A high visibility campaign is a maximum effort to inform and persuade the voters. It would probably include professional assistance from political specialists, paid advertising, utilization of electronic media, extensive personal efforts on the part of the college staff, students and supporters, and a considerable expenditure of funds.

A medium visibility campaign would include less paid advertising, more utilization of public information channels (such as newspaper interviews and appearances on public service broadcasts and television programs), and a considerable effort by staff, students and supporters (but perhaps not to the degree required in a high visibility campaign).

A low visibility campaign will utilize little advertising media. Efforts to inform the public are accomplished primarily by contacts with key community organizations and through the newspaper coverage that accompanies any public issue. The intent of a low visibility campaign is to inform only those "publics" who are naturally well-disposed to education and the community college.

An inactive campaign consists of little more than an effort to inform the voters, publish the resolution to place the issue on the ballot and answer any questions which are asked by individuals and the news media.

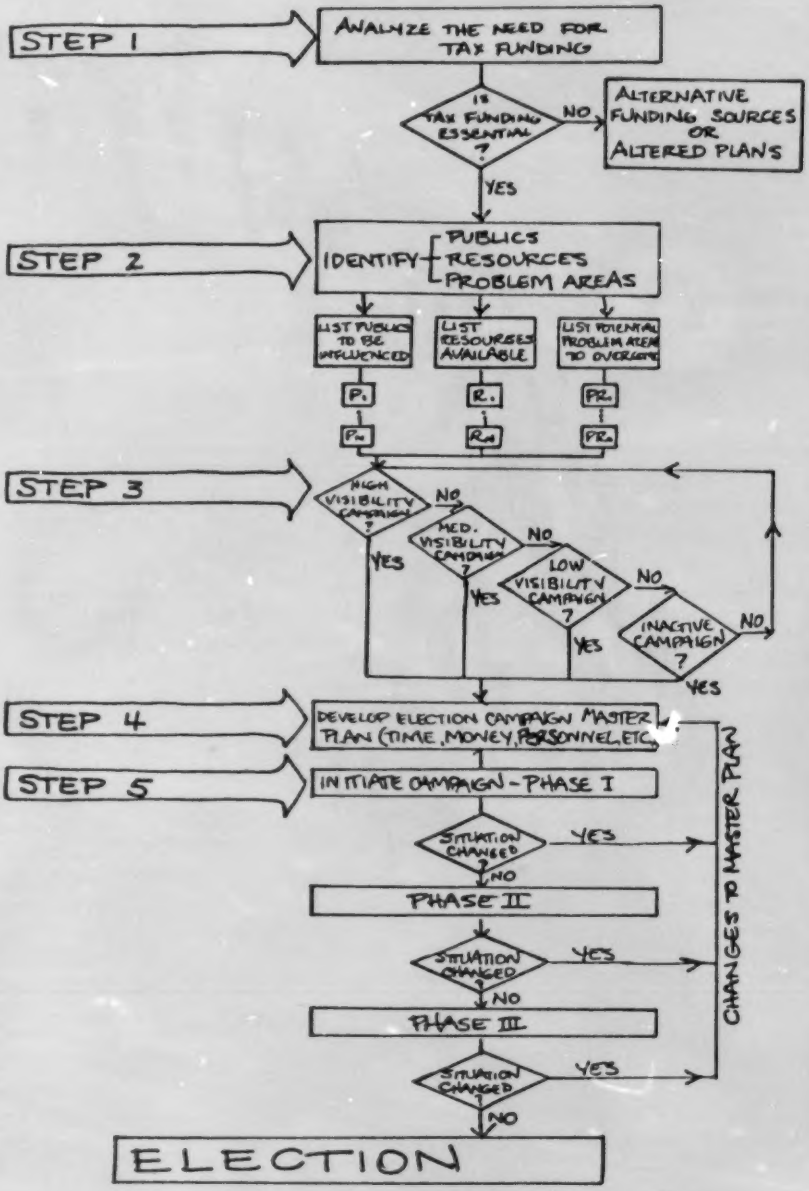
Each type of campaign has its strengths and weaknesses. It is important to carefully examine all of the information available before making a decision regarding the type of campaign to conduct. An extensive campaign can be as great a mistake as a campaign that is too little. There are circumstances which make an inactive campaign more appropriate than any of the others. There are also circumstances which may rule out a high visibility campaign (lack of funding is probably the best example) even though other factors point to the need. A poorly conducted high visibility campaign (one which exceeds the resources available) can be a disaster.

After the decision has been made and the type of campaign identified, an appropriate master plan should be developed. The plan should, at a minimum, identify the message that is to be conveyed to the voters; strategies for dealing with the various "publics," the media and other resources which are to be utilized; plans for dealing with the problem areas; an estimate of the cost (both in money and other resources) of conducting the campaign, and a time table for the campaign.

The master plan is not intended to be written in stone. Provision should be made to reassess the plan at various points as the campaign develops and the election draws nearer. A phased plan is suggested by the model. There is a need to remain flexible enough to deal with a changing situation.

Using this model, Southeastern Community College conducted a medium visibility campaign which was described editorially by the local newspaper editor as, "...a skillful job" of explaining the levy to the voters. Voter approval was by the widest margin the issue had ever enjoyed. Again to quote the same editor, "approval was by a margin comfortable enough that we need have little doubt about the acceptance of the college and its program." Southeastern is now in the planning stages for the second phase of campus development made possible by the voters and a carefully planned and conducted election campaign.

MODEL FOR TAX ISSUE CAMPAIGN PLANNING



Community College Athletics: Boon, not Boondoggle

Archie M. Morrison, Vice President, Student Personnel Services
Santa Monica College
Santa Monica, California

Increasingly today, athletics at all levels of education, are being questioned and are often under fire. Many of the athletic scandals at four-year institutions have spilled over into the community colleges and many educators and trustees are questioning whether community college athletic programs should continue to have a place in the curriculum. In a time of increasing economic stringency, many educational programs are being examined and certainly athletics should not be exempt from that examination.

Even the general public has displayed, over the past year or so, an increasing scepticism about intercollegiate athletics. For example, recently a poll conducted by Audits and Surveys, Inc., reported in *The Merit Report*, showed that a majority (54 percent) of the public believes that half or more American colleges and universities are deeply involved in recruiting violations. Twenty-seven percent said "a few violated", and only two percent believe that no colleges and universities are involved in recruitment violations. Nearly two out of ten expressed no opinion.

Those of us responsible for the governance of public institutions must be sensitive to the attitudes of the public toward our programs. It is my opinion, however, that most community college athletic programs will stand up to any scrutiny and that the good athletic programs we have in most community colleges are a boon to the community, to the college, and most of all, to the students involved in them. A recent survey of the directors of athletics of California community colleges revealed that most of them also feel that their programs produce many values for their communities, their colleges and their students.

Community

First, a good athletic program is a boon to the community because it improves community morale and pride. Although athletic attendance has been decreasing, particularly in metropolitan areas, there still are many community college athletic programs that are sources of cohesiveness in their particular communities. No other program in the college curriculum brings as many community people to a community college campus as athletic events. At Saddleback College in California, they average 4,000 community members per football game and there are no other events put on by the college which even come close to attracting as many community members.

Second, the athletic facilities necessary for a good community college athletic program can also be used extensively by other groups in the local communities. For example, during the college year 1980-81, 63 events were held in Bakersfield College's Memorial Stadium; of these, 47 were community events outside the college itself. The majority of those were high school athletic contests which, of course, gave high school students and their parents an opportunity to come to the community college campus. At Santa Monica College two nationally known track clubs, Naturite and the Santa Monica Track Club, along with hundreds of walkers, joggers and runners happily use the track facilities earlying morning and late into the evening.

Third, community college athletics present alternate entertainment vehicles for the general public. Many are becoming disenchanted with the win-at-all-costs-spirit of professional sports and many university programs. The amateur nature of high school and community college athletics is often more wholesome and quite often more entertaining for the public. A fine local athletic team can have a deep emotional impact on the community.

College

The college can also benefit in many ways from a good athletic program. It generally supports and enhances a sound physical education curriculum. This is particularly true in the community colleges where coaches and physical education teachers are often the same. Thus, the physical as well as the mental well-being of the student is enhanced. Good programs also encourage the student's pride in the institution. Although there was a lessening of the old time "school spirit" in the late sixties and seventies, we have noticed some resurgence of this in many institutions with good athletic programs during the last five years.

Good athletic programs encourage broad community support of the college, and as community pride is enhanced, it becomes easier to muster support for all areas of the college program.

In many communities there are support groups for community college athletics and the members of these groups often become ambassadors of good will for other aspects of the college program. Many administrators and trustees have enjoyed the nice experience of hearing praise for the entire program after an athletic team has won a championship. Along that same line, sometimes the best free advertising community colleges get is through the sports pages of local newspapers. The college is brought more often to the public's attention through the sports pages than through the regular news columns. Most sports stories are positive while news stories are negative. In Santa Monica for example, nearly half of all the laudatory editorials about the college in the local newspaper during the last twenty years were as a result of the championships in athletics.

In institutions where the community is enthusiastic about the athletic programs and gives good support, athletics not only can be nearly self-supporting, but can even be a money maker for the institution. Co-curricular funds from athletic income at Bakersfield College contributed $175,000 back to the athletic programs as compared to $33,000 from the district. In addition, funds from the athletic program, particularly football, also support such other co-curricular activities as Band, Orchestra, Forensics, and Drama as well as other non-revenue producing athletic programs, for both men and women.

In California, the fact that all community college athletes are full-time students, enables the college to receive a larger amount of ADA revenue from the State. For example, at Santa Monica College, some 400 athletes were in full-time programs this year. This is 10 percent of the total full-time students and they bring in a total of $600,000 in state revenue each year, $170,000 in athletic classes alone. In this day of increasing numbers of part-time students, athletes are becoming an increasingly larger percentage of the full-time enrollment of community colleges. The Athletic Commissioner of the California Community Colleges estimates that there are 40,000 athletes in California Community Colleges. Almost one out of every eight full-time students is an athlete. As long as state revenues are based upon average daily attendance or full-time equivalents, student athletes are certainly an economic advantage to the institution.

Community college athletics also enhance good relationships between the different

community colleges. If there is a good athletic governance structure as I believe we have in California, then good cooperation will exist. It has been my experience that warm and mutually beneficial relationships usually develop, particularly between members of the same athletic conferences. Seeking mutual solutions to problems in athletics often leads to problem solving in other areas.

Students

The most important contribution of community college athletics is, of course, to students. Students benefit in many ways only a few of which I have space to cover here.

A large number of athletes receive the opportunity to transfer, probably in greater proportion than other students. This, of course, is partially because they win athletic scholarships. At Santa Monica College, for example, a survey of the coaches showed that some 83 athletes had received four-year scholarships in the past two years. Considering the average cost of attending a four-year institution, these 83 students received a total scholarship package of approximately $664,000. Many of those students would not have been able to go on to upper division were it not for such help.

Athletics have provided incentive for many students to continue their education in the community college and beyond. The community college athletic program is particularly useful for the immature student who is given a chance to mature and stay in college. The requirement to be enrolled as a full-time student and to pass 24 units between seasons of sport also gives a real incentive for academic success.

The athletic program is one of the few areas of the community college curriculum where the student can experience a team concept. In this day of increasing alienation in our society this is extremely important.

In the survey mentioned earlier the California directors of athletics indicated a belief that community college athletics teach many virtues to the students. Among those mentioned many times were discipline, responsibility, determination, dedication and leadership.

There is more opportunity for students to enjoy the benefits of healthy competition in the community colleges as a result of athletics. If we ended community college athletics, very few of the current community college athletes would be able to get a similar opportunity in four-year institutions. There just are not that many opportunities available there. As with other students, community colleges give athletes a chance to participate at a lower cost.

The community colleges offer students an opportunity to participate in athletics for athletics' sake. In California where no subsidization of athletes is allowed it is a true amateur experience. In many other states community colleges do have athletic scholarships but they are probably much less than in four-year institutions.

As in academics, the community college gives some student athletes a second chance to excel. The "late bloomers" emerge in athletics as they do in all of our programs. Santa Monica College in this last year had an outstanding example of this phenomenon. A 37-year-old woman student came back to the college last year for a career change and decided to try athletics. The results in her case were exceptional. She was a first team Southern California Conference choice in volleyball and developed into one of the top swimmers in the State, breaking two records in the process. At the end of the season she was chosen as a swimming All American and was named Santa Monica College's best all around swimmer! As the average age of community college students continues to increase, I predict we will see more of these very encouraging examples in the future.

One of the most exciting things to happen recently in the community college is the emergence of women's athletics. In California we have developed a full blown program of women's sports in the last five years. I would estimate that about 35 percent of all the althetes in the state are women competing in 11 sports. As women now make up a pronounced majority of California Community College students, this percentage is certain to grow.

Among other benefits received by students from our athletic program is the chance to compete close to home in front of family and friends. They also may make a transition from being marginal athletes to eventually emerge as four-year college athletes. Finally, I firmly believe that community college athletics break down many barriers among students, particularly sociological, economic and racial barriers.

Up to this point I have been detailing the advantages of a good athletic program. Unfortunately, not all programs are good. In order to insure that our programs are good, I believe that four ingredients are necessary: alternate funding sources, marketing, academic support for athletes, and a concern on the part of administrators and trustees to build the right kind of athletic programs.

First, more sources must be found for funding community college athletic programs. More than most other programs they offer the opportunity for such alternative funding sources. Many colleges are using Associated Students funds or co-curricular funds to support not only athletics, but other co-curricular programs. Those funds often come from card sales, bookstore and food service sales. At Santa Monica College support is 40 percent Associated Students and 60 percent District.

In California, the State Commissioner of Athletics, Walt Rilliet, is attempting to finance play-offs by convincing eight or nine big corporations to donate the sum of $50,000 each. One prominent corporation has already volunteered to participate in that program. We need to continue to explore partnerships with private enterprise. A strong effort here, if successful, could help support our athletic programs in these days of shrinking public dollars.

Another source of support can come from cooperative efforts with other local governments. At Santa Monica we use a City baseball diamond while the City built a municipal pool on our campus to share with college programs. During the summer it gets extensive use in the City Recreational Swim Program, and during the college year our physical education and athletics programs.

Second, we need to give more attention to doing a better job in marketing community college athletic events. We have a product that is entertaining, that is exciting and wholesome, and we need to get this message across to the community.

Bakersfield College has done an outstanding job of marketing their athletic events. They are doing a particularly fine job of marketing and selling their season tickets for football. They use newspaper, radio and television advertising. Those which are sold pre-season are the major promotion project starting in July. In addition, one of the assistant football coaches is given eight hours released time, during the spring semester to promote season ticket sales. This coach is also hired during the summer to make contacts with local businesses and encourage block ticket sales. Some tickets are donated back to the local police department which distributes them to underprivileged groups. Of course, game to game tickets are also sold. The average attendance is around 13,000 per home game at $4.00 per person. That is a total profit of over $300,000. This season two games drew over 18,000 fans.

I realize that few of us have 18,000-seat stadiums. However, all of us could benefit from a little marketing imagination in our own community college athletics. Bakersfield College also raised money through alumni barbecues, an athletic foundation, jog-a-thons, 5K and 10K runs, swap meets, golf and tennis tournaments.

Third, we require athletes today to be full-time students and to make academic progress at a much faster rate than 80 percent of our other students. It seems obvious to me then that we have an obligation to insist that they be academic students as well as athletes. The importance of academics has to be made clear to our athletes.

At Merritt College in California a campaign has been launched to stress the idea of academic preparation and skill development among athletes. The administration under President John Greene has developed a program for strengthening academic skills. They realized that many students could not be mainstreamed at the beginning, and they have developed a Federal Title III grant creating a program which was designed to refer those student athletes, who could not keep up, to developmental programs and support services. They hired staff to work in the program and pretested all the recruits for their football program. Those deficient were assigned to programs where they could develop basic skills. Not only did the student athlete fare better in the classroom but at Merritt College football even improved its won-loss record. Of the 43 players suiting up for the last game in 1980, 38 completed the semester and averaged 14.2 units, and only five finished the semester with less than 12 units.

At Santa Monica College a unique partnership between coaches and counselors has produced a program of individual and group counseling and a four-hour a week study hall in the Learning Resource Center supervised by coaches. Some coaches make attendance voluntary and others mandatory. In addition, the athletes are encouraged to utilize the tutors available to all students in the Learning Resource Center. The study hall is in the Learning Resource Center which encourages the students to get help when needed.

Fourth, trustees and administrators must become more involved in what is happening in athletics today. You must make sure that the idea of "win-at-all-costs" does not enter into the community college athletic picture. The rules must be obeyed and integrity and trust preserved. The first step in that involvement is that administrators and trustees must hire coaches who are educators first and are primarily interested in assisting their student athletes to grow and mature. The values of community college athletics mentioned earlier depend on educator coaches, who have the interests of the community, the college, and most of all, the students at heart. If you, as trustees, will take an active interest in your own programs, if you make sure that the four ingredients I advocated are present, I am sure that your athletics programs will be a boon, and NOT a boondoggle.

A Community College's Pre-Admission Program Designed to Improve Retention

Preston Pulliams, Dean of Student Personnel Services
Muskegon Community College
Muskegon Michigan

It is well recognized that students withdraw from two-year public colleges because of *limited educational aspirations, inadequate financial resources, indecision about career goals, and low academic achievement.*[1] The Student Services Staff at Muskegon Community College (Muskegon, Michigan) decided that a pre-admission orientation may be a key in helping students to overcome these four factors. Consequently in 1978 the college initiated "Project Awareness" a program designed to improve its retention rates.

The program features a college orientation class that is available for area high school seniors who have decided to attend college. The class is divided into the following components:

1. Introduction to the College Environment

The purpose of this class component is to expand the students' educational aspirations and to reveal valuable financial resources. Therefore, a tour of the college is provided to acquaint the students with its facilities. College staff from the Admissions and Financial Aid Offices meet with the group to discuss how to apply for admission to the college and to provide current information about financial aid. Currently enrolled college students are invited to the class to share their impressions of what college life is all about.

2. Academic Advising and Assessment Testing

This section of the class not only provides the students with essential academic advising but it also identifies and aids those who are undecided about career goals. College counselors meet with the class to discuss with the students what courses they should seek in order to enter certain programs. The options for those students who are undecided are also emphasized. The college provides a battery of tests to aid the students in assessing their abilities. The tests are given as follows: The California Abilities System, The Nelson-Denny Reading Test, The college's own math and writing placement tests, and the California Occupational profile system. Since the course is taught by a member of the Student Services Staff, usually a counsellor, the instructor is able to discuss the results of the testing and to aid the student with his or her career life decision making.

3. Self Concept Development

The third component encourages the students to improve their self-awareness and to increase the self-concept of low achievers. The instructors rely on the use of counseling group activities. The exercises that are used are based on the Human Potential Seminar developed by John McHolland.[2]

The size of the class is restricted to twelve students per section to facilitate more personal interaction. The local high school counseling and staff members work with the college staff to select interested high school seniors and to provide adequate facilities at the various high school sites. The class is also granted one credit by the college, thus providing an attractive option for those students who desire college credit for their efforts.

In order to assess the effectiveness of the Project Awareness class and its impact on retention, two follow-up studies were performed. The first study involved the use of a Project Awareness Assessment Inventory. This special inventory was composed of questions from the River City Needs Assessment Report.[3] The Project Awareness Assessment Inventory was designed to measure the following three areas of need: career information, academic information and self-awareness. The response to each question was rated from one to four; with one representing no need and four representing a strong need. Therefore, the higher the student's score the higher the need.

Data was gathered by having each student who took the Project Awareness class complete a pre- and post-Project Awareness Assessment Inventory. A statistical analysis of the data revealed that there were no measurable significant changes in the students' needs for career and academic information. The analysis also revealed that there was a significant reduction in the student's need for self-awareness. Consequently, the most significant impact of the orientation coursework was the self-awareness activities. Apparently the high school participants became more aware of their personal needs.

The Project Awareness Assessment Inventory was also used to measure the coursework impact on the minority students. The data demonstrates that the class was very effective for the minority participants from an inner city high school. The minority students' needs diminished in the career and academic information areas. The greatest directions were provided by instructing the students in how to prepare for the college classes in which they were interested. Many of the students were also able to learn about additional career training programs available. The inventory also demonstrated that many of the students developed career plans and goals during the Project Awareness Class. Thus, the minority students were armed with crucial information needed for a successful college experience.

However there was a need for further research to establish if the Project Awareness Class was significant in the increasing of retention rates. Consequently, a second study involved a follow-up of the students who had successfully completed the program and enrolled in college. By reviewing college records and the high school counselor's surveys of their students who enrolled in college, it was discovered that those students who attended Muskegon Community College after the Project Awareness Class were retained at a 92 percent rate after one year, while the students who attended other colleges were retained at a 75 percent rate after one year. These results were significant because our average retention rate at Muskegon Community College is forty percent after one year, while nationally the average retention rate for entering freshmen for four-year public schools is approximately sixty-four percent.

Due to the past success of Project Awareness and increased interest by area high school students the college plans to continue its pre-admission orientation classes with some revision to strengthen the career and academic components. The program not only permitted the college to meet a crucial need of area students but it also established a communication link between pre-admitted students and college staff members. This link probably aided in the increase of the retention rate because as demonstrated in a national study, a positive characteristic of a college campus for students is a caring concerned staff.[4] Therefore this program helped Muskegon Community College establish positive feelings between newly enrolled students and its staff.

In conclusion, this unique approach for orienting high school students before they begin college increases retention, especially when there are activities that increase the group's self-awareness and establish com-

munication between the group and college staff members. It is recommended that pre-admission orientation programs be set up on a national basis to create linkages between local community colleges and area high schools in order to eliminate some of the "revolving door" stigma identified with open door community colleges.

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[1]Beal, P. and Noel, L. "What Works in Student Retention" American College Testing Program and the National Center for Higher Education Management Systems, 1979 p. 1.

[2]McHolland, James, Human Potential Project, Kendall College, Evanston, Illinois.

[3]American College Testing Program, Iowa City, Iowa.

[4]Beal, P. and Noel, L. "What Works in Student Retention" American College Testing Program and the National Center for Higher Education Management Systems, 1979 p. 9.

The Political Trustee—A Must

Barbara Roberts, Trustee
Mt. Hood Community College
Gresham, Oregon
Member, Oregon House of Representatives

There are words and phrases related to our society that generally invoke positive reactions: democracy—citizen participation—dedication—public service—communication—commitment—influential.

But when you combine these terms—when the citizen participation is being used to influence democracy, when the democracy becomes "government" and "politicians" and the communication and participation become "lobbying"—the positive becomes a loud and clear negative in most minds.

So let's bite the bullet and talk about those two negatives—"politicians" and "lobbyists". This won't be "everything you ever wanted to know but were afraid to ask" but I do think we need to clarify these roles and put them in perspective in today's world.

Most of us become trustees to serve a local college at the community level. But as more and more governing boards are being called on to represent their college's needs to *other* public decision-makers and usually in political forums, we as board members, as trustees, need to approach those arenas with a confident and positive attitude. The health and future of community colleges in the United States may well rest on our willingness and our ability to be successful participants in that politician-lobbyist framework.

First of all, most of us *are* politicians. We are either elected or appointed—both political processes. And in the eyes of your local citizens you are a local government officeholder, a politician in lay language. As you represent your college in other governmental arenas, you become a lobbyist—and not only a lobbyist—but a special interest lobbyist!

So for those of you who consider yourselves community leaders and public servants, I'd like you to become politicians and lobbyists! I suppose we can preserve your reputation by my not insisting that you reveal your new status to your neighbors and family. But underneath—"a rose is a rose by any other name"—underneath you'll be a lobbyist-politician.

Across this nation, at the county commission level, before city councils, in the halls of your State Capitol, in Congressional corridors, lobbyists are working. They represent big unions and big business and little business and senior citizens. They lobby for doctors and churches and truck drivers and morticians. As the population of America grows and as government grows more complex, representation (or, at least, successful representation,) requires more skills, more time, more commitment and more people. And here's where you come in. We can no longer expect our national association or our state associations to do the whole job for us. We need our professional association staffs *but* they need us as well.

So let me take you, "the politician," into the halls of your state legislative building and turn you into a "lobbyist." I won't need a magic wand but only a set of suggestions and guidelines that can be the framework for a successful lobby effort. And remember that your legislator sees you as a repre-

sentative of your college *and* the representative of a large constituency of voters in your area. Your legislators view you as a community leader *and* a political figure.

First of all, there are eight tools you'll need to do the job:
1. A belief in what you're doing;
2. Preparation;
3. A ready smile;
4. Patience;
5. Resilience;
6. Understanding;
7. A sense of humor;
8. A comfortable pair of shoes.

Let me elaborate for a minute on these eight tools:

1. A belief in what you're doing is essential. If your community college has a piece of legislation you disagree with or, at least, don't feel totally supportive of, don't agree to help on that particular bill. Insincerity shines through.

2. Preparation. Know your bill, know your facts, know your legislator and know your legislative system. The better prepared you are the more confident you'll be and that confidence will make you more effective. Obsolete or incorrect information can hurt your cause.

3. Smile—you can catch more bees with honey than you can with vinegar. And legislators are no exception. The warmth of a smile is always appreciated.

4. Patience. Legislative arenas are always plagued with delay. A legislator's schedule is frequently changed by factors outside of his or her control—extended meetings, newly called sessions, visiting citizen groups, unexpected conferences, telephone interruptions. The nature of the setting makes all appointments tentative. Be patient, be flexible. The constant changes frustrate the legislator, too. Always check beforehand and be sure an appointment is still on. Be willing to wait. Be willing to accept a staff person in place of the legislator if necessary. Your patience may well make the difference in a successful conference with your legislator.

5. Resilience. Don't give up if you lose a bill or a vote. The same idea may be achieved as an amendment to another bill. There are usually alternative avenues. Your work most likely has educated more legislators to your issue and, if necessary, the next legislative session with new committee members or new leadership may mean success for your idea. And remember, a legislator who votes against you on one issue may be your strongest ally on the next important bill. So don't burn your political bridges. Bounce back and win next time.

6. Understanding. Remember, legislators are just human. They get tired and cranky. They forget things and are sometimes impatient. They have fights with their spouse. Their kids get in trouble at school, too. They work in a very stressful setting. So try and understand this person you are working with. Be conscious of their mood, be considerate of their time. It will pay off.

7. A sense of humor. As board members I don't have to tell you how important a sense of humor is during times of conflict, during times of stress, when the going gets tough. And be sure your sense of humor is broad enough to laugh at yourself. Believe me, that will come in handy more than once.

8. A comfortable pair of shoes is not a joke. Most legislative settings are full of long halls, separated wings, flights of stairs and lots and lots of marble floors. If your feet hurt you'll have difficulty with your sense of humor, your patience, your understanding and your resilience. So don't try to impress your senator with a brand new pair of patton pumps!

Now, with your eight lobby tools properly honed and ready, let me share with you my

own simple rules to effective lobbying. I cannot guarantee success if you do these tasks perfectly but I can assure you of failure if you do them poorly or not at all.

• Know the number of the bill you are lobbying. Refer to that bill number when making an appointment. It will aid the legislator and the legislator's staff in being prepared to work with you.

• In addition to its number, be able to identify its intent—"the bill to fund a new auditorium," "the bill to change collective bargaining for colleges." Take time to jot down one short sentence that describes the bill and use both the number and that sentence every time you refer to the bill.

In a regular legislative session in Oregon almost 3000 bills are introduced. With a bill number and an identifying sentence you'll make sure you and the legislator are on the same wave length.

• Be aware of and understand all amendments to the bill. Don't be talking about a bill that has changed so much that the original bill basically no longer exists.

• Know which committee the bill is assigned to and who the committee members are. Know what stage of the committee process the bill is in. Keep informed and current on the bill. Your job may be not only to convice the legislator but to help him or her keep current on your legislation.

• Have examples of how the bill affects you at your local college level.

There is no better lobbying technique than to be able to say "without the passage of this bill our college will lose funding for 2000 students" or "the passage of this bill will enable us to operate a fully certified nursing program" or "the funding in this budget bill will allow us to build our new swimming pool in a community that has no other pool available for its citizens". That makes the legislator identify with the bill on hometown terms.

• Let your state association know what you're doing. It is vitally important to be able to coordinate all legislative contacts on a bill. Without a coordinated effort you may get overkill in one legislative office while ignoring a legislator who may be on the fence and needs your attention. Your coordinated team effort will look more effective *because it is!*

And remember, after you visit personally with a legislator, follow up with one of the two other lobby methods—the phone and letter. You may just write to say "thank-you." You may be following up with new or additional information. Or this may be a delayed follow-up reminding them of your February meeting, your position on the bill and noting the vote on the bill scheduled next week on June 12th.

This follow-up technique is *very* valuable. After a personal visit, the call or the letter is an important reminder. When your first contact is a letter, follow-up with a call. Not all of us live close enough to our State Capitol to make a personal visit realistic. In those cases the phone and letter are especially important contacts. The same rules apply about the bill number, the clarifying sentence, the current amendment knowledge and the statement of local impact. If possible, never send a letter longer than one typewritten page. Legislators get buried in paper therefore, long, wordy letters often get put aside until later, shuffled to the bottom of the pile.

Time is a legislator's most valuable commodity. Use it wisely and you'll be more successful.

And finally remember the more you know about a legislator and the more you know about your state's legislative system, the better your chances for success.

For instance, if you made an appointment to visit me in Oregon's capitol building and you intended to lobby me on a bill related to community colleges, we might *both* be wasting our time. After all, since I am both a state representative *and* a community college board member, I'm 99.9 percent sure to be supporting your bill. If you knew in advance, however, I was a board r ember you might contact my office for advice or direction rather than attempting to lobby me. That's where your state association can really help you while you help them.

The more successful each of us becomes in the political arena the more we can advance the cause of community colleges in our state and nationally. We are not ribbon-cutters, we are policy-makers. And in today's competitive world that decision-making *must* extend outside the board room as we influence other decision-makers on behalf of community colleges.

In the final analysis a lobbyist and a politician are representatives. They represent their people, their causes. And that's what we need from you. Represent us on every occasion, in every setting. Be a spokesperson for your college in every arena. And if that leadership is labeled "politician", if that commitment is labeled "lobbyist", ignore the titles if you like. But don't turn away from the job. We need your leadership, your commitment, and your representation.

70

TRUSTEE QUARTERLY

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Contents

The Community College: International Impact on Education and Industry ..... *Gerald A. Bryant* 1

A Systematic Competency-Based Approach To Improving Student Learning ..... *N. Dean Evans* 5

Opportunities In High Technology ..... *Reagan H. Legg* 10

Who Should Control Our Public Schools: An Historical Perspective ..... *Dale A. Miller* 13

Board Self-Evaluation ..... *Jeanie Perkins* 17

The Colleges That Apply Knowledge ..... *The Hon. Bette Stephenson, M.D.* 20

Business As A Community College Advocate ..... *Jack W. Whiteman* 24

Stretching The Education Dollar ..... *Bruce R. Wissore* 28

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The Community College: International Impact on Education And Industry

Gerald A. Bryant, Associate Dean
Engineering and Industrial Technologies
Owens Technical College
Toledo, Ohio

In discussing the community college international impact on education and industry we must define our terms. By international, I am talking about among nations, among people, and among industries. I am thinking of education as dealing with knowledge, skills, ability, and character. When I am thinking of industry, I am thinking of more than just a factory, I am thinking of useful work, continued employment, systematic labor, steady effort, and busy application, the kinds of things that are lacking in much of our country today, due to high unemployment.

The problem of the increasing need for international student training and international industry involvement is a good one. Our mission at Owens Technical College is job training, like it is at many of your institutions. We are a college of 4,000 students with the single mission of job training. We have 40 Associate Degree programs. We are able to accomplish our mission by developing a reputation with the community, with companies, with countries, and with the citizens of them all, as I am certain you do.

We try to do some things a little bit differently. We try to emphasize being "state of the art" in our technologies. We are putting a high emphasis on "high technology" as well, because these two areas are what it is all about in today's industry training.

It means that we have to know the student needs, both of the local student and the international student, and we also have to know the industrial needs. The student basically wants technical training. Ironically, that is the same thing that industry wants, technical training or retraining of employees.

There are a lot of common parallels between the foreign student and foreign industries, in terms of working with them. The foreign students come to our colleges with their own attitudes and their own mores. It is the same way with foreign industries. We must understand the attitudes of the student and the attitudes of the industry because both the student and the industry have unique expectations of us at the two-year college level. They are expecting certain things and we might not always know what they are, if we aren't asking the right kinds of questions.

I like to think that every foreign student needs a friend and every industry needs a friend. I believe that to the students on our campus and the industries in the community we should be their friend and they should know it.

How does industry view us? I know that many of you believe that the industries in your area view your college as a positive force within your community. I am finding out that a lot of industries in our community don't know us, because we haven't been out there talking to them, seeing what they need, finding out and letting them know what we can do for them and vice-versa. It does mean that they need to know the kind of skills, the kind of equipment, and the kind of training that we are capable of doing and to have assurances that our curriculums are as relevant as they can be, so that we can have honest industry, meaningful education, and a moral community.

There is a decreasing population of "traditional" students. Can the international students help our enrollment problem? Certainly. The anticipated substantial increase in international students could be one of the best methods of helping us at the two-year technical and community college level avoid the problem of decreasing enrollments.

You board of trustee members must be at the forefront, leading your colleges with creative ideas. Creative ideas are important in many parts of the country, and especially in our area, where the economy is still declining. We haven't hit the bottom yet, we have high unemployment, but the need for new and modern equipment is there. It means that we have to support you, our board of trustees, and we have to support our legislators, even though at times we don't feel that we are getting everything we need from them. They are doing the best that they can and are trying hard. The legislators also have to know what we are trying to do and we have to look to new roles and new ways to accomplish our goals.

Something we have done at Owens Technical College to accomplish more is to become more involved in the economic development activities of our community and state. We have taken an active part in participation with the Economic Development Corporations that are in the area. We work with them and we serve them. We have visited several foreign countries working with Economic Development.

We always speak of education for the total area, not just our college, because if an industry comes into the area, they are interested in what can be done for them.

We were very instrumental in establishing a consortium concept that is now spread across the state of Ohio, which involves all Vocational/Technical schools and universities within geographic areas sitting down twice a month at regular meetings to talk about various industry needs. Something unique is that our Consortium is located at the Toledo Area Chamber of Commerce. If you have a new business and are coming into the area and you want to see what training is available or how to get this special kind of training, you contact the Chamber. The Chamber really filters the request down to the schools and determines who can accomplish the kind of training you need.

The schools are working in a very cooperative way where before they were not. It has really helped every educational institution in the area, because those that are capable of doing the high tech training, those that are capable of just doing a standard retraining job or whatever are now identified. This cooperation increased the need for all of the educators in the area, including ourselves, to know our community better. It has caused us to become more involved with the community, and that is good.

When we are working with a foreign company or visiting a foreign country, again, we become students in order to understand what their needs are. In fact, I have come to realize that every time I visit an industry, I really am a student there, as I find out the needs that they have and translate them into something we can do for them.

As an example, I played a personal role in the Hunger Company of West Germany establishing a branch manufacturing facility in the Toledo area. They bought a Thermopane plant that had been closed for, I believe, five years. Because we were involved in Economic Development activities, we were able to meet very early with the Hunger Company and explain to them what education could do for them in the Toledo area. The Governor made a grant to the company for local training. The grant was awarded through our college, for this training.

Dr. See, the President of our college, and I traveled to West Germany, at no expense to

the College. The Hunger Company and, ultimately, some money from the state grant paid for the trip. My job was to visit educational institutions, visit the industry, and find out how they worked in West Germany in comparison to how they would have to work in America, so that I could write a training plan and a training package for them. If I had not gone to Germany and seen personally how the attitudes, the training and everything is so much different than it is over here, I never would have been able to write the same kind of training package. I believe I would have had considerable difficulty putting the package together that the company was willing to accept.

One thing led to another. The training that they were going to require would be on additional "state of the art" technology equipment that we did not have, but yet we were committed to the training. We have now acquired a total machine shop, brand new, very high technology, very "state of the art." We didn't have the money to do it, we didn't have the money from the state to do it, so we did it the way industry does, we leased a total shop, thanks to the insight of our board of trustees and their willingness to work with us. We have leased probably the most modern machine shop in our area and there is more to come. We went to the legislature and we received another grant for additional equipment that is going to come next year. We were able to talk of something concrete.

We were working with an international company that was establishing a branch in our area. This company was investing $5 million dollars in a new facility and they were going to have 350 to 500 new jobs for the area over about a three to four-year time span. Therefore, we were able to win over the legislators.

We have also discovered some other advantages to visiting industry in the area. We visited a toy company because the president of that company visited our college for a simple program on Computer Awareness on the home-type computer. When he came he was impressed, we talked back and forth, he sent some people here and we went there. It turns out this toy company is an international company. They ship toys all over the world. We also found a lot of training skill areas that the technical college could do. Truthfully, this company is closer to another technical college than it is to us. We might never train any of their employees. We might never realize a dollar, but that company understands better the role of the two-year technical college today than they did before, and I feel certain that we will do training for them in the future.

We visited Ford Motor Company. Ford has quite a national campaign on quality. They had a big news release and invited us down there. They were saying that within two years they are going to have two robots and they are going to put in an automated assembly line. All of the vocational schools in the area, all of the universities and our college were invited along with all the area media. Our college was the only one represented. Lo and behold we found that there is some common additional training that we will be able to do for them. We already have their apprentices, now we have found some other areas that we can do training in.

Another large company in the area is going to do something industry should have done years ago. They are going to start diverting 5¢ an hour of every hour an employee works into an education fund, so that they can do additional training. This is quite a venture for this company. This is something the West Germans have done for years and years.

What we have found is that there is a new evolution of training going on, but it is in the "state of the art" and "high technology" areas. We have found that working closer with industry, especially in the areas of placement, curriculum and equipment is very important.

Quality and pride are something that these companies want. They want employees that produce quality work and have pride in what they are doing. It means that we need more advisory committee involvement and greater recognition for those advisory committees, as we work more with local industry. I think we need to work closer with the industries who employ the majority of workers, the small and medium-size business.

What we are also finding is that industry and education have much more in common today to share than they did before. With the sophisticated equipment and the high cost of equipment, industry today is more willing to let you come into their facilities and do training, on robots as an example. We have one industry that has offered to bring our classes over to their facility and we can train students on their Unimates. Certainly they had a selfish reason, they want the pick of the crop, but that is great.

Pride and quality are important. We have a greater role today to be certain that we are training our students and our industries to realize that productivity doesn't start when employees get to their job, it starts where the skill training starts. We have to train our students for an appreciation of work—to want to be productive and to perhaps work next to a robot. Maybe they will be feeding the work to the robot because the robot is going to be doing the highly skilled work. It is a whole new environment and I would venture to say that one cause is the international movement. We sold the technology to the people across the ocean. They put our ideas to work and now it is haunting us because we wouldn't make the same changes over here. "So change is the law of life and those who look only to the past or present are certain to miss the future," according to our Past-President, John F. Kennedy.

What impact will we have as a result of educating international students? I think it is a fantastic opportunity. I think in the areas of "high tech" and "state of the art" skill training, we can't lose, because that's our business at the two-year college level. That is, if we do our job, I don't think we will fail and I think it will help and strengthen all of our two-year colleges and will help to strengthen the U.S. economy.

A Systematic Competency-Based Approach To Improving Student Learning

N. Dean Evans, President
Warren County Community College
Belvidere, New Jersey

Knowing of many trustees' current interest in improving the educational program with traditional tenured faculty in place, I would like to describe the process of developing a systematic competency-based approach to student learning undertaken by Delaware County Community College in Pennsylvania over the past five years.

As Founding President of Burlington County Community College in New Jersey, I had the opportunity to develop such a systematic approach with newly hired faculty from scratch. At Delaware County Community College I had the challenge of taking a basically tenured faculty, most of whom had been at the institution for nine years, and leading them into a creative program of curriculum study and revision, beginning in 1976. The process continues today.

The focus has been on identifying the needs and interests of potential students, and then developing or revising teaching/learning experiences to best assist students to maximize their learning potential.

The journey began in September, 1976 with a recognition of the need to include career-oriented components in the various programs and courses of the College. After considerable discussion, broad definitions of work and career education were adopted by the college:

> **Work** is a concept that reaches beyond one's job or vocation to the broader aspects of personal productivity and fulfillment in one's total lifestyle, including leisure. A job is the method of providing for material needs; work is activity that leads to fulfillment and identity in life. The two may coincide but often don't in American society.
>
> **Career** is the totality of *work* one does in his or her lifetime.
>
> **Education** consists of all experiences through which one learns, both in and out of school and college.
>
> **Career Education** is the total effort of public education and the community to help all persons to become familiar with the values of a work-oriented society, and to integrate these precepts into their own personal value systems so that work (as defined in the broadest sense) becomes meaningful and satisfying to each individual.[1]

With these definitions in place and with a commitment to infuse career education into every facet of the college program, the stage was set for the next major phase by the instructional staff.

The Move to a Competency-Based Curriculum

In a massive step that would propel the college to the forefront of program design and delivery among the nation's two-year colleges, the board and staff of Delaware County Community College determined in January, 1977 to launch a comprehensive program of curriculum study and revision that would culminate in a college-wide competency-based curriculum.

As with Career Education several basic definitions were stated:

"Competence is the state or quality of being capable of adequate performance. Individuals are described as competent if they can meet or surpass the prevailing standard of adequacy for a particular activity."

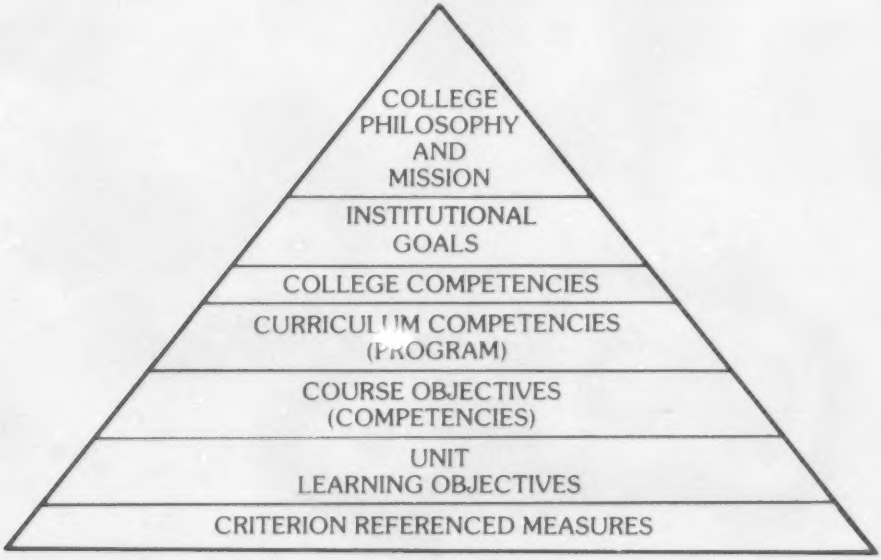
"Compentency-based education means the setting of minimum knowledge, skills, values, and attitudes that a person must demonstrate to be certified as competent, based on a set of criteria or level of expectation. It takes no cognizance of when, where or how the competence was acquired."

"In Delaware County Community College, then, a competency-based curriculum is derived from and organized around an agreed-upon set of competencies deemed to constitute the fully educated person. It is a curriculum that is developed from explicit statements of desired competencies that are derived from institutional goals. It is a curriculum that provides for specification of criteria, standards and conditions for assessing the attainment of those competencies. It is a curriculum that provides learning experiences designed to lead to the attainment of those competencies, and that requires the learner to consciously address the meaning and quality of the learning experience. Finally, a competency-based curriculum exphasizes the outcomes of learning, not the exposure of time."[2]

"The purpose of this competency-based curriculum is to certify graduates, as possessing the knowledge, skills, attitudes and values needed to perform competently in their chosen life's work."[3]

A hierarchy of competencies was then developed to depict the necessary relationship between the mission and goals of the college and the learning experiences introduced to students. Chart #1 shows the various competency levels adopted by Delaware County Community College as a basis for its comprehensive program of curriculum development and revision.

Chart #1



With a clear college philosophy and mission statement in place, and with institutional goals that were developed and revised through participation of the college community each year, the staff was ready to work on a set of college competencies. Few colleges have attempted such an undertaking and fewer yet have succeeded. However, after a year of intensive study by a broad-based staff committee, and following review and reaction by the faculty at large, the president and board of trustees approved a set of college competencies in June, 1978. (See chart #2).

The college competencies are broad statements of learning outcomes that are deemed universal to the needs of all students. They are the official learning goals for all graduates of the college. They define the major thrust of the curriculums of the college and are stated in terms of life-long process skills that derive from and clarify the institutional goals. The college competencies cover broad themes, are multi-disciplinary, and are only suggestive of content areas. They provide the overall integrative structure for the rest of the curriculum development process. They are not measured or evaluated directly but are accomplished by the particular curriculum competencies. The development and adoption of these nine college competencies was a remarkable achievement, considering the philosophical and practical issues to be resolved.

Chart #2

COLLEGE COMPETENCIES FOR ALL GRADUATES
(Approved by the Board of Trustees in June, 1978)

1. A GRADUATE OF DELAWARE COUNTY COMMUNITY COLLEGE CAN USE THE BASIC ACADEMIC SKILLS (READING, WRITING, SPEAKING, AND COMPUTATIONAL).
The College believes that the possession of basic academic skills is increasingly more important as the demands of society become more complex. These skills are utilized every day in many aspects of life including one's family, friends, job, career, leisure time, etc.

2. A GRADUATE OF DELAWARE COUNTY COMMUNITY COLLEGE HAS AN AWARENESS OF SELF (NEEDS, ABILITIES, INTERESTS, VALUES) AND THE RELATIONSHIP OF SELF TO OTHERS NECESSARY FOR MAKING VALUE JUDGMENTS FOR A SATISFYING AND PRODUCTIVE LIFE.
The College wishes to emphasize that without subscribing to a particular interpretation of a central core of values and attitudes, it nonetheless views the concept of competency as meaningless without recognition of the existence of such values and attitudes. Values encompass a broad spectrum of desirable attitudes and noble human characteristics such as morality, integrity, responsibility, commitments to quality and service, and sensitivity to others and the larger community.

3. A GRADUATE OF DELAWARE COUNTY COMMUNITY COLLEGE CAN UNDERSTAND AND APPLY THE MEANING OF CAREER AS A WHOLE LIFE ENDEAVOR TO MAKE CAREER CHOICES APPROPRIATE TO HIS/HER OWN NEEDS, ABILITIES, INTERESTS, VALUES AND EDUCATION.
Delaware County Community College affirms that its graduates should make decisions about life based on a definition of career that does not restrict itself merely to a job. Rather, the College and graduate define career as the totality of productive and fulfilling activity that marks one's entire life, including leisure time, physical and intellectual pursuits.

4. A GRADUATE OF DELAWARE COUNTY COMMUNITY COLLEGE HAS THE SKILL AND UNDERSTANDING NEEDED TO PURSUE LIFELONG LEARNING.
It is necessary for the Delaware County Community College student to recognize the importance of learning throughout one's life. The learner must constantly be upgrading skills and acquiring new knowledge to meet the needs of a rapidly changing society.

5. A GRADUATE OF DELAWARE COUNTY COMMUNITY COLLEGE CAN USE THE DECISION-MAKING PROCESS TO SOLVE PROBLEMS.
Since life often requires reasoned decisions, the College believes that educational experiences should

provide the theoretical aspect of problem solving and the opportunity to apply the decision-making process. Its goal is to equip a graduate so that he/she can identify and choose among alternatives on major and minor issues as part of a successful life style.

6. A GRADUATE OF DELAWARE COUNTY COMMUNITY COLLEGE CAN ANALYZE THE IMPACT OF ARTS AND HUMANITIES ON LIFE IN ORDER TO ASSESS THEIR WORLD FROM A CULTURAL PERSPECTIVE.

The College recognizes that the wholly educated person understands the effect that intellectual and aesthetic phenomena have always had on life and on one's career goals and values. Only then can one possess the personal freedom necessary to make individual and social choices.

7. A GRADUATE OF DELAWARE COUNTY COMMUNITY COLLEGE HAS THE KNOWLEDGE AND SKILL NECESSARY TO ANALYZE SOCIAL AND ECONOMIC SYSTEMS SO THAT HE/SHE CAN FUNCTION EFFECTIVELY WITHIN THEM.

The graduate can adapt to existing and future economic social systems and possess the ability to change himself/herself and/or the systems and possess the capacity to make decisions concerning these systems.

8. A GRADUATE OF DELAWARE COUNTY COMMUNITY COLLEGE COMPREHENDS THE EFFECTS OF SCIENCE AND TECHNOLOGY IN ORDER TO MAKE INTELLIGENT JUDGMENTS.

The quality of life can be significantly altered by developments in both science and technology. Each Delaware County Community College graduate, therefore, should possess a scientific literacy so that he/she can make intelligent judgments regarding these matters.

9. A GRADUATE OF DELAWARE COUNTY COMMUNITY COLLEGE CAN SATISFY THE COMPETENCIES IN HIS/HER CHOSEN CURRICULUM.

The next step in developing the competency-based program at DCCC was to develop curriculum or program competencies. The curriculum or program competencies spell out, at the divisional or house level, the broad subject matter content, knowledge and skills that are specific to each of the individual programs of study at the college. They derive from and are integral to the college competencies that are above them. Through wide involvement of the instructional staff and intensive individual and group work, curriculum competencies were developed for all twenty-four college programs.

The next phase in competency development (see Chart #1) was the writing of course competencies or objectives. These are statements of the specific knowledge and skills that must be demonstrated by the student to receive credit for a course. Again, through participation by a large number of faculty, by 1981 course competencies had been completed for 270 (87%) of the 312 credit courses currently offered by the College.

Unit learning objectives are specific statements of the learning outcomes to be demonstrated at the end of a learning sequence. They communicate what the learner will be doing to show that he/she has learned. They may be written in the cognitive, affective or psychomotor domains. By 1981 unit objectives had been written at DCCC for 170 (54%) of the courses currently offered.

To close the loop of the competency hierarchy, criterion-referenced assessment must be developed. This is the technique for assuring that the competencies at any level of the hierarchy are satisfied by those below it. Measures which assess student achievement in terms of a criterion standard thus provide information as to the degree of competence attained by a particular learner independent of reference to the performance of others. The goal of competency-based education is to move away from norm-referenced assessment toward criterion-referenced measurement. The DCCC staff made a significant start in closing this evaluation loop. Criterion-referenced measures were prepared for 115 or 37% of the college courses by 1981.

An Assessment and a Look Ahead

In five years Delaware County Community College made exceptional progress in developing its competency-based system for student learning. There are several positive factors that should be noted as contributing significantly to this progress.

1. The college made a commitment to a systematic competency-based approach. Monies were sought and secured to enable the program to succeed.

2. College budgets over the five years reflected substantial commitment to the effort. Line items for released time, travel, and materials were sustained.

3. DCCC supported a professional curriculum development specialist to provide leadership to the faculty and instructional administrators. The Associate Dean for Instructional Development was a key element in the success of this project.

4. Faculty involvement in developing the competency system was one of the main factors in its success. There was a high level of motivation, interest and hard work on the part of a significant majority of faculty members. The following statement from the Middle States Accrediting Team Report attests to the effective involvement of faculty:

"The whole competency effort has been carefully coordinated, with extensive faculty involvement and administrative support, and the results are both abundant and satisfying. The college, and especially its faculty, are to be commended for the imaginative, productive and dedicated manner in which this immense job has been undertaken."

The future of competency-based learning at Delaware County Community College can be as exciting as the last five years. Course competencies and unit learning objectives need to be completed for the remaining courses. Likewise criterion-referenced measures for the remaining learning sequences await development. And curriculum revision is never done. With the rapid explosion of knowledge in all fields, continual review and revision of the competencies at all levels should be ongoing.

As the college moves mainstream, in competency-based learning, there are many new avenues for faculty and administration to explore. The instructor becomes more of a manager of the learning process, with many interesting options for the learners. Advancing technology in the computer field and instructional television, for example, offer new avenues for instructional delivery in the present and future.

One thing is certain—with solid competencies, learning objectives and criterion-referenced measures in place at all levels, a sound basis will have been established for a variety of instructional delivery systems to meet the diverse needs of community college learners.

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[1]Adapted from "Career Education: What It Is and How to Do It," Kenneth Hoyt et al, Olympus Publishing Co., 1964. p. 15.
[2]Presentation to DCCC Faculty by N. Dean Evans. January, 1977.
[3]1981-82 DCCC Catalog. p. 5.

Opportunities In High Technology

Reagan H. Legg, Trustee
Midland College
Midland, Texas

High technology industries are those most diligently being sought by communities looking for industrial diversity: they are, by and large, the best neighbors. They are clean, they don't pollute, working conditions are good, and the payrolls are usually higher.

In order to attract any high-technology industry, the area colleges and vocational institutes must be in position to cooperate to the fullest, and to provide training programs designed specifically for those industries. This is probably the first thing any high-tech industry looks to, when planning relocation of an existing plant or the opening of a new one. Production requires the technicians we graduate. It therefore becomes our task as community colleges to stay ahead of the crest by at least being cognizant of general market trends and the projections for growth in these particular fields.

Many economists predict that there will be a significant increase in the number of computer service technicians and operators during the current decade: in fact, the Bureau of Labor Statistics (BLS) estimates that the entire domestic computer industry will have an annual growth rate exceeding 5% between 1982 and 1990. There are now more than 1.4 million computer and related jobs in the United States, and this number should exceed 2.3 million by the end of the decade according to a study by the BLS. Obviously, this area is where the greatest job opportunities for the new, trained specialists will occur and is, in fact, the current situation. The need for computer service technicians—those who install, test and maintain the equipment—is tremendous and the demand is increasing rapidly. It is also expected that computer operators will be fewer than job market requirements, although keypunch operators—the bottom of the scale—are expected to decrease in number by 1990. By 1985, the American Electronics Association estimates 140,000 new electronics and computer science paraprofessionals will be required.

These statistics and predictions illustrate the growing need for highly-skilled persons by the computer industry. Keypunch operators—which we, as community and technical colleges, have trained in considerable numbers, will not enjoy such favorable conditions in the job market by the end of the 80's as they now have, and for one simple reason: the computer science industry is outdistancing us in its rapid technological advances. We have all had the experience of purchasing computer instructional systems, only to learn that they are obsolete or at least obsolescent six months later. It is very difficult for us to keep up with the progress being made in the field, and yet we absolutely must do so if we are to fulfill our mission.

Among other things, this means not only initial training but also advanced training and the retraining of those such as keypunch operators who are on the bottom rung of skilled computer workers. They simply are not prepared for the coming changes in the art, and we must design the programs which will enable them to quickly and efficiently acquire the advanced skills which the industry more and more will require.

Working closely with the computer industry and with industrial concerns who use them, it is our job to adapt our training courses to meet the constantly-changing technological needs of local business and industrial establishments. We, of course, cannot do this job adequately without help from industry itself: through active advisory committees, through the use of loaned experts from industry who will share their time and knowledge as instructors, course designers and equipment purchase advisors, among other things.

All this is expensive, but, using industry's own equipment and facilities lessens the burden significantly. We must be prepared to send our own instructors to industrial plants and teach by using on-site the particular plant equipment. This is often difficult to arrange, because some "down-time" must result from training-course schedules. We, however, have found that most industries are eager to contribute the use of their facilities and equipment, if the result of that use is a competent and trained skilled-labor pool from which they can draw as their productivity increases.

There quite simply is an acute shortage of well-trained skilled workers in this country. The Armed Services, for instance, has a serious deficit in technicians to build, operate and repair the new weapons systems and the computerized installations throughout the world.

As pointed out in a recent article appearing in the *ACCT Advisor*, the automobile industry is relying more and more upon robots, which don't ask for raises, sick leave, medical insurance, workmen's compensation benefits, and don't carry union cards. It was stated that there are about 5,000 robots in assembly lines throughout the country, with the auto industry utilizing about half that number and planning to add more. You have probably read reports in the newsmagazines which indicate that automobile manufacturing will never again return to its pre-recession level of employment because of the increased use of robotics and other technological systems. But trained people will be required to install, repair and maintain any kind of automated system, and that's where we come in: if we are to meet these challenges, then we must be prepared and begin preparing NOW because the time *is* now.

The BLS study also concluded that managers and executives in companies will need to be more technically-trained than management-trained, and this may call for revised management instruction on our part. The study also indicted the nation's educational community for "becoming divorced from the world of work" and failing to give enough attention to job training. If that indictment extends to our institutions, then we must prove ourselves not guilty, because our two-year institutions have in place the most far-reaching delivery system in this nation for job training.

We must extend, improve and update our programs, because this is the area in which the greatest emphasis will be centered in this decade. Small companies who use these systems cannot afford financially to have extended training programs and they look to us to perform that function. If we fail to meet the challenge, then we cannot justify our existence as training institutions, and I have the distinct feeling that we are not projecting as far ahead as we ought to be.

Fiber optics is one of the most exciting technologies now being developed. It is a technology using light waves to transmit sound and images through glass filaments as fine as hair. It is primarily being used at this time in the telephone industry, both in the United States and Great Britain. One cable using fiber-optics—no thicker than a finger—is capable of transmitting 80,000 telephone calls at one time. AT&T plans to have more than 4,000 kilometers of fiber cable installed

and in use by 1985, and by 1990 telephone companies plan to have a fiber-optic cable completed under the Atlantic Ocean.

Another reason why fiber optics cable is such a tremendous advance for the communications industry is that signals sent through copper cables have to be reamplified every mile or so through a system of repeaters. These are not necessary in fiber-optics cables and are eliminated.

Television cable companies forsee a wide use of fiber-optics, making it possible for hundreds—even thousands—of TV transmissions to be available to every home.

This technology is also being widely used in the medical field, and makes possible far more accurate detection of cancer. Fiber-optics also finds use in seeing inside nuclear reactors, in guided missiles, computerized toys and a camera no longer than the letter Z. The Japanese are utilizing fiber-optics in miniaturized facsimile machines and copiers, and they hail it as a revolutionary development in these fields.

Along with fiber-optics technology, a whole new world of knowledge and data-gathering has been opened up by the earth-scanning satellites which circle us constantly, giving us heretofore-unheard-of opportunities in the fields of agriculture, mineral development, disease control and many, many other areas. Genetic engineering is yet another area with immeasurable potential for growth and discovery. The field of biotechnology is unearthing new and significant knowledge every day.

Emphasis will continue in areas such as machine tool technology, health service personnel and other areas which we have previously regarded as our primary bailiwick. But are we keeping up with the rocket-like leaps in technological advances which the scientific community is thrusting upon us? Many of these things were, 10 years ago, Buck Rogers-like dreams, but they are now realities to be dealt with.

Perhaps we need to update and upgrade our thinking as persons most responsible for turning out a well-trained workforce for this country. We have a network of more than 1,200 institutions in the United States which are already or can easily become the foremost delivery system for that kind of workforce. We are challenged to share our experiences, our programs, our expertise and our concerns with each other as we begin, expand and improve our ability to do this job—a job which *must* be done, a network which must function cooperatively throughout the nation. We can make no greater contribution to the health, prosperity and revitalization of the American economic system.

Who Should Control Our Public Schools: An Historical Perspective

Dale A. Miller, District President
Community College District Twelve
Centralia, Washington

The question of who controls our schools or perhaps more aptly, who should control our schools, can best be analyzed through an historic perspective on the development of public education in the United States.

Since the beginning of the British colonization in the New World which continued for 175 years or so, governmental authority for the American colonies rested with the crown and parliament of England. Some of this authority from the English government in London was delegated to colonial legislative assemblies or to royal governors appointed by the crown and included, among other things, jurisdiction over education. It is significant to note that from the very beginning of American history, education was a function of government—nationally, regionally, and locally.

During this period from 1600 through the 1770's, the colonies were allowed a certain degree of latitude in conducting their educational systems. In the New England colonies, for example, the established governing bodies not only exerted general authority over education but also established, supported, and directly administered their own schools. In 1642, the colonial legislature of Massachusetts passed a general educational law applying to all parts of the colony requiring all parents to see that their children were taught to read, learn the major laws, know the catechism, and learn a trade. It authorized and required the town officials to see that parents obeyed the law and to levy fines upon those parents who disobeyed.

Local public taxes were introduced in 1647 when the Massachusetts legislature passed additional legislation requiring all towns of 50 or more families to appoint a teacher and *permitting* the towns to pay him out of public taxes *if the people so voted*. In addition, the law required towns of 100 or more families to appoint a teacher of Latin grammar. This was an early forerunner of public secondary education in America.

The public school of the eighteenth century was essentially nonprofit under the supervision of a governmental agency or a corporate board of control. The parents had the right to send their children to school and the governing body set the fees and employed the teacher, established the standards of curriculum, and evaluated the achievement of pupils. Later on, the corporate (or proprietary) school came to be known as "private" school, because it was not operated directly by a governmental board.

After the War for Independence and as the eighteenth century came to a close, a new dimension emerged in American public education. As people moved out of the New England towns and cities into the unsettled lands of the West, they could no longer send their children long distances back to the town schools. They soon found it necessary to establish their own local "school houses" throughout the new territories. This was the origin of the "district" school which represented an important challenge to the concept of central state control of schools.

District schools had the advantage of keeping the schools close to the people in terms

of control, but it had the disadvantage that some districts ran low-quality schools or none at all. This early approach to local control was no guarantee that the quality of schools would be uniformly high and possibly cast the foundation for the Serrano-Priest decision by the California Supreme Court nearly 200 years later. The court held that reliance on local property taxes to support public schools fails to meet the requirements of the equal protection clause of the fourteenth amendment to the United States Constitution and of comparable provisions of the California Constitution.

During this period of our history children of poor, lower-class parents had essentially no basic education and were frequently bound out as apprentices to learn a trade; whereas children of upper-class parents were expected to have an education appropriate to their social and economic status. The New England colonies broke this pattern somewhat when they required the towns to provide a minimum amount of education for all children.

From the 1770's to the 1870's, Americans planned, built, changed, argued, and fought over the kinds of free institutions that would replace colonial rule. One of the institutions of major concern was obviously public education. As our Forefathers set up and operated a republican form of government dedicated to equality, democracy, and freedom, they wisely anticipated the need for an educational system appropriate to the newly established government. If a republican government and a free, democratic society were to prosper and endure, then the people who elected the government, held office, made laws, enforced laws, and consented to be ruled must be educated as responsible citizens.

James Madison, author of the Bill of Rights, exemplified this point of view when he wrote:

> A popular Government, without popular information, or the means of acquiring it, is but a Prologue to a Farce or Tragedy; or, perhaps both. Knowledge will forever govern ignorance; and the people who mean to be their own Governors must arm themselves with the power which knowledge gives.

When it was generally accepted that our multi-cultural, polyglot new republic required a common language and an understanding of the principles of democratic governance, many questions were raised as to how best to go about it. The immediate answer was that it could be accomplished by a common school, taught in English, to which all the children of all the people could go together and learn how to live together and govern themselves. This simple answer, however, raised an endless list of related questions and problems:

> Should all people really be educated?
>
> Yes, they should be—if free government is to endure.
>
> Well, but who is to pay for the poor ones?
>
> Everyone must pay for all. If there are weak spots anywhere, the whole community of freedom is weakened. So the common schools must be supported by taxes paid by all.
>
> All right, but who is to control these schools?
>
> The only institution of a free society which serves everyone equally and is controlled by everyone is the government. So the government should control the common schools. And to keep the schools close to the people, state and local governments, rather than the national government, should control the schools.
>
> But won't the schools be subject to political and partisan prejudice?
>
> Well, they might be, so we must

> create something genuinely new, something that will give all the people their say but keep the schools free of narrow, partisan politics. This can be done by a series of local boards of education subject to but separate from the executive, legislative, and judicial branches of government.

It was felt that these local school boards, often elected directly by the people, could constitute a kind of "fourth branch of government." They would exert direct control over local education under the general authority set up by the state governments and subject to the guarantees of equality and freedom laid down in the United States Constitution and applied to all Americans.

One by one, as the states were formed, the idea of *free* public schools gained gradual acceptance. State legislatures passed laws *permitting* local school districts to tax themselves for such schools; they sometimes gave state funds to *encourage* local districts to tax themselves; and they finally *required* all local districts to tax themselves to establish and maintain public schools. By legislating such requirements, the local freedom of districts to ignore schooling for their children gave way to the larger freedom to be gained by a total population which benefited from the education of all.

Local control by districts was gradually limited by requirements set by state constitutions, state legislatures, state boards of education, and state superintendents of schools. It was decided that a free society would be better served if education were planned by the central authority of the states, rather than left wholly to the completely decentralized control of local school boards. This was not accomplished without bitter conflict, for many believed that state, as opposed to local, control would be undemocratic and destroy freedom. The concept established through the return to centralized authority was that a smaller freedom must be limited in the interests of a greater freedom. And to guarantee the larger freedom, the state must exert its authority to see to it that not only are schools available to all, but that all children actually attended school. The state of Massachusetts again set the pattern for other states by passing its compulsory attendance law in 1852.

Growing out of the notion that state government shall assume the overall authority for public education was the organizational plan so familiar to us today. The state agencies set minimum standards for all the schools of the state while the direct management of schools and school districts are left in the hands of locally elected school boards, local superintendents, and locally appointed teachers. Presumably, this arrangement was to serve the cause of flexibility, diversity, and freedom. Again, it should be emphasized that this shared authority which has remained relatively unchanged for the past 125 years was designed to assure that schools would serve the whole public and would be controlled by the public through local boards of education, not through the regular agencies of state or local governments. This is why in America we use the term "public schools," not simply "state schools" or "government schools," as they are often called in those countries that have centralized systems of education.

The early intent of the founding fathers was to provide basic education for all and much education for a few. Since the 1870's, however, public education in the United States has become the primary means of upward social and economic mobility and the pursuit of the American dream. The democratic goal for the past 100 years and beyond can best be summed up as an attempt to provide "*as much education as possible for all.*" The keynote best describing the past century of American public education is "more education for more people." The implications for this commitment have finally come to a head

in the present financial crisis in education which has reached national proportions.

The history of American public education can be traced from a survival need of a fledgling, young nation to equip its citizens with intellectual tools of democracy and self-government to the survival needs of a nation attempting to avoid bankruptcy. Who should control public education? The people. Who actually does control public education? Government—which has reached such proportions that many believe it has outdistanced the will and control of the citizens for whom it was created.

Given this brief historical perspective, it is clear that the role of universal education must be re-established as one of the major priorities in our democratic society. If the early commitment of the founding fathers is compromised at this crucial point in history, then we may be experiencing the eclipse of the greatest system of government the world has ever known.

Board Self-Evaluation

Jeanie Perkins, Board Vice Chairman
South Oklahoma City Junior College
Oklahoma City, Oklahoma

From time to time we should re-examine our role as members of a board of trustees. Board members are either elected or appointed—regardless, we have constituents. We have an obligation to represent our constituents and our community.

What lies within each individual is important to the board as a whole. We need to evaluate ourselves. As a trustee, we must have a sincere desire to provide a public service to others. We must be willing to devote many hours of service.

In order to be an effective college board, we need to be active, dedicated, involved, and informed. We need to work as a team and should give and have the respect and trust of other board members. We cannot all agree and have the same opinion of each issue, but we can disagree in a mature manner. Do we have a love for our college? In the decisions we make as a board, is it for the welfare of the college and the community it serves? Many times we have to put our personal feelings aside and compromise in order to achieve what is best for our institution.

We must always be wise enough to change our course or adjust our sights when necessary. We must be unafraid of dangers, difficulties, and detours. When we analyze a situation, we should be fair and reasonable. We must understand our own motivations, prejudices, and personal standards. Assess and utilize the skills, knowledge, and experience of the other members.

When we evaluate our role as a trustee, we must remember how we felt as a new trustee. Do you remember your orientation and how important it was?

We obtained all this knowledge and then wondered what to do with it. During my orientation I spent the day with qualified people who explained about our institution. The agenda included:

1. Overview of college (President)
2. Tour of facilities (Public Information Officer)
3. Instructional Affairs (Vice-President of Instructional Affairs)
4. Administrative Services (Vice-President of Administrative Services)
5. Wage and Salary program (Director of Personnel)
6. Evaluation (Director of Personnel)
7. Student Development (Vice-President of Student Development)
8. Board Activities (Administrative Assistant to the President)

I asked a lot of questions and received a lot of answers. I was given manuals to read plus a book on the role of a trustee.

The agenda was delivered to my office for my first board of trustees meeting. I read as much as I could from the manuals and my book on trustees. I studied my agenda. I went to my board meeting feeling very prepared. The board chairman asked me to lead in the pledge to the flag and I forgot the first line.

Be patient with your new trustees. Sometimes we forget it took a few meetings and phone calls before we were able to function

as a board member. At my third meeting the chairman took a chance on me again and I didn't miss a word as I led in the pledge to the flag. As a trustee, I feel a serious responsibility to my constituents, my community, my institution, the other board members, and to myself.

Are we giving the taxpayers what they want? Do we acknowledge that trusteeship and managerial leadership of higher education is being challenged more than ever before? It is of great importance that our respective roles and responsibilities are clear to us. The board of trustees establishes policies concerning those areas of responsibility where policies are deemed appropriate — such as institutional, philosophy and goals, personnel, purchasing, travel, etc.

We must remember it is our duty to select, evaluate and terminate the president. He or she is selected to administer the college in accordance with the policies established by the board. We must realize that the president serves as the chief administrative officer of the college. His or her work is performed under the supervision of the trustees of the college. We are not the administrators and should not try to function as such. We should meet with the president and give him or her an evaluation of weaknesses and strengths.

Self evaluation is not always a pleasant task. We would like for everyone to see us as we would like to see ourselves.

We should always prepare for each meeting. Read your agenda in advance and if you need information or there is something you do not understand, obtain your information and think through the issue prior to the meeting. It is our responsibility to attend both board and committee meetings.

As a trustee we should be willing to speak out for our institution. It is good to be on the speaker's bureau. Promote your institution at every opportunity. We are one part of our institution and we have a personal responsibility. The image we create is very important. Are we friendly, smiling, and do we encourage others?

Our attitude in board meetings can make a vast difference when changes are made. Do we resolve to cooperate or argue — "This is the way we have always done it!" Are we willing to give a little extra time and effort for better results? Do we respect the intelligence and opinions of the other board members?

Our image within our institution is very important. It is fitting and appropriate that we participate in some of the social events. I personally consider it an honor when I am invited to a play, party, or asked to participate in the GED graduation and commencement services.

Communication means understanding. I like to communicate with people. You cannot buy enthusiasm or initiative or loyalty. You cannot buy a devotion of hearts, minds, and souls. You have to earn these things. You have to have a genuine interest in people and your associates. You have to know their problems and aspirations.

You will get more out of people if you recognize their abilities and give them a chance to develop them.

Why did I accept this job as a trustee: prestige, influence, power? No, I think not! I had a sincere desire to be a spoke in the wheel that makes the college turn. I wanted to be a help in making our community college grow. I had a deep love for what had already been accomplished and what was left to accomplish.

I may not serve as the most knowledgeable, I may not leave my mark on any great achievement, but when I evaluate myself and my motives as a trustee, it is for the

satisfaction of being a part of the growing era of the 80's.

We must be a leader and a great servant. General Eisenhower used to demonstrate the art of leadership with a simple piece of string. He'd put it on a table and say, "Pull it and it'll follow wherever you wish; push it, and it will go nowhere at all." We must be self-starters, helping to create plans and set them in motion. We must be both thought and action, both dreamer and doer. We must set our sights on high goals. We must represent strength. We must be willing to go above and beyond. As a good trustee, we must begin with self-evaluation.

The Colleges That Apply Knowledge

The Hon. Bette Stephenson, M.D.
Minister of Education and Minister of Colleges and Universities
Ontario, Canada

Editor's note: This article is taken from a speech prepared by Dr. Stephenson for delivery at the ACCT Northeast Region Seminar in Toronto, Ontario on June 24, 1982.

I would like to extend a warm welcome to all of you, and most particularly to our colleagues from south of the border. As Sir Winston Churchill commented over forty years ago, our "long frontier from the Atlantic to the Pacific Oceans, guarded only by neighborly respect and honorable obligations, is an example for every country and a pattern for the future of the world."

I think recent events elsewhere in the world demonstrate just how true those words were.

We are meeting here today to serve a common interest, to share experiences and information which will assist us in better serving the changing and dynamic role of community colleges. I should like to spend a few moments outlining the workings of our community college system in Ontario, to give you some insight into the environment in which this very important Seminar is taking place.

That's the politician speaking; the physician advises that the pain will be brief and inflict no permanent damage. Also Mark Twain said to be talked to death is a terrible way to die, so I will be brief.

In Ontario we refer to community colleges as colleges of applied arts and technology, or CAATs. If asked the difference between a college and a university in this province I would probably say that the role of the university is to *generate* knowledge; the role of the college is to *apply* that knowledge.

Within the college, our knowledge of such things as metals, electrons, wood, fibers, sound and light is mixed, synthesized and *applied* to today's problems in ways which serve not only the student, but also the community in which he resides. Within its community, the college should, in fact, be the focal point, the *crucible* if you will, of skills development training.

Our current community college system in Ontario has its roots in a series of Provincial technical institutes which were established shortly after World War II. Six years of wartime production had catapulted Ontario into the ranks of the new industrial statehood, and there was a clear need for career-oriented postsecondary education outside the university system.

Some fifteen years later, as Western society was riding the crest of post-war affluence and apparently unlimited growth, a new clamour arose demanding *universal* accessibility to the benefits of further education.

Our universities expanded rapidly during the early 1960's, but they were unable to provide the wide range of *career-oriented* programs required to meet rising public expectations. Nor did our Provincial technical institutes offer the flexibility needed to respond to new, wide-ranging demands for increased educational opportunities.

In 1965, the Provincial Government responded with legislation which created what was, for us, a new type of educational institution: the College of Applied Arts and Technology. These colleges were to have three major responsibilities:

First, to provide courses which were beyond the level of, or simply not suited to, the secondary school setting.

Second, to meet the further educational needs of secondary school students who would not be attending university.

Third, to meet the educational needs of adults and youths who were out of school, whether or not they were secondary school graduates.

By the fall of 1967, nineteen CAATs had begun to accept students, and within a few years there were 22 colleges with a total of 96 campuses in over 70 Ontario municipalities.

Each year we now offer postsecondary career-oriented programs of one, two or three years to over 80,000 full-time students in the fields of technology, applied arts, business and health.

In addition, adult training or retraining courses are offered annually to 40,000 full-time adult students, many of whom are sponsored by the Federal Government.

We estimate that over 600,000 Ontario residents register for one or more part-time courses at a college each year.

I should add that the mandate of the colleges explicitly rules out offering "transfer" or "college-parallel" courses leading to advanced placement in universities. In Ontario, this function is filled by a fifth year in our secondary schools which is designed to provide a university preparatory program for academically able students.

In the community college system, we are in the business of serving business by training people for careers—productive, skilled and important careers which will contribute to the stability and prosperity of our economy.

But, as any hard-headed businessman will tell you, you aren't really in business until you have an order.

Offices, personnel, inventory, buildings, research facilities, and manuals of administration are wonderful things to behold—but to be in business, you have to have an order.

For the community college, that order must ultimately come from the business community itself, from employers who are willing to use the colleges to fulfill their skills training requirements.

I was most interested to read the comments of Mr. Ronald Mears, the President of ACCT, as quoted in the March 4, 1982 edition of *The Kansas City Star* and reprinted in your publication, the *Advisor*.

Speaking of the need for greater cooperation between businesses and community colleges, Mr. Mears said, "The bottom line for business and industry is they can reduce the cost of training, upgrading and having the skilled workers they need. But often businesses have not been educated to the fact that the communinity colleges can do this service."

"We're the best kept secret in America."

Mr Mears has identified a real problem for community colleges on both sides of the border, the problem of getting that order.

We in Ontario, for example, believe that we have developed a solid base for fulfilling the creative training requirement of high technology industries. Under a broad-ranging Provincial program referred to as BILD, for Board of Industrial Leadership—I'm sure

our American friends will be pleased to know that we share their affinity for acronyms—this Province will invest heavily over the next five years in long-term manpower initiatives.

These initiatives will include developing skills, retraining existing manpower to adapt to changing technology, and achieving a closer link between our educational institutions and the needs of the workplace. Many will involve the Colleges of Applied Arts and Technology.

A special capital fund of $8 million has also been established to upgrade equipment and facilities in the colleges. In 1981/82 these funds were used to purchase equipment for a robotics and fluid power laboratory, computer numerically controlled metal turning and milling machines, and many other projects.

We are also expanding an existing college-based program known as TIBI, or Training in Business and Industry. TIBI represents a sort of mutual cooperation pact between the educational system and industry to train employees in the workplace, using facilities and equipment provided by the employer.

A special TIBI fund for 1981/82 of $5 million was used to upgrade *existing* skills to meet the demands of the new technologies, and to provide *new* skills to employees in danger of being made redundant by changes in production methods. Funding will continue in 1982/83.

Training is currently being provided in such areas as circuit design and development, photochemistry, computer-assisted design and manufacturing, robotics, microprocessor design and maintenance, spectroscopy, biotechnology, computer graphics, and many others.

The bottom line is the new god of our recessionary times, avaricious, short-sighted and tyrannical as he (or she) may be. Unfortunately, employers carry funds committed to training on their books as expenses, thus incurring not only that god's displeasure, but also the wrath of those ever-present acolytes, the stockholders. If the bottom line is ill-fed because of a chief executive's abhorrence of human sacrifice, that executive may find himself excommunicated, and banished from the sanctity of the boardroom forever.

In the months and years ahead, however, our ministry will be encouraging business executives to see that this false idol has his feet of clay, and to adopt a new, more human one, and in the end, more practical creed—that of human resource accounting. We believe that training should not be viewed as an expense, but as an investment.

If one defines an investment as an outlay to enhance future returns, then clearly funding for skills development is an investment. Rather than casting about frantically for skilled workers *after* they are confronted with near disaster, corporations will be asked to consider long-term planning strategies for their human, as well as their financial, resources.

I feel safe in predicting that a cost/benefit analysis model which placed a realistic value on the human asset would indicate that an investment in skills training pays a significant return.

For this reason we have 63 community industrial training committees at work throughout the Province. The role of these committees, or CITCs as they are called, is to identify skills shortages, develop long-term strategies to resolve such shortages, to advise on adjustments to training programs, and to mobilize their communities to participate in these programs. Community colleges may, of course, be involved, depending on individual circumstances.

These committees began by examining the metal machining industries, but are now expanding their scope to include other career fields.

As an example: one CITC survey of 45 advanced technology companies in this Province revealed that these corporations, with a total work force of 10,000 would require 3,000 engineers, technologists and technicians during the next three years.

Once this need was established, the Federal and Provincial Governments began working with the companies to maximize their *mutual* investment in skills training programs.

In fact, we currently have training programs in more than 80 advanced technology occupations, involving more than 10,000 employees of about 350 companies.

The community colleges, in both our countries, have a vital role to play in establishing bridges between all the parties who have a stake in skills developmen.. As educational institutions, they can, in many ways, assume the role of "honest broker", catalyzing the mix of opinion, need, and self-interest from which important new initiatives are born. They can move freely and smoothly between business, labour, industry and government to reach a consensus on training needs. Moreover, they can often execute the policies established through that consensus using their own facilities. This unique capacity should not remain, as Mr. Mears said, "A secret."

Community colleges cannot remain passive in a period of explosive growth and change. They cannot be "halls of academe" or places of quiet intellectual contemplation; they must be aggressive, vital, results-oriented institutions prepared to respond quickly and decisively to the rough justice of the marketplace.

They must be proactive, rather than reactive, ready to move with, rather than be carried by, the winds of change.

This is their role—and their challenge.

We in Ontario are deeply committed to strengthening and expanding the role of the community college. I know that all of you here share this sense of commitment.

I assure you that we in Ontario are also eager to work with you in meeting the challenge.

Thank you.

Business As A Community College Advocate

Jack W. Whiteman, Former Member
Arizona State Board of Education
Chairman of the Board and Chief Executive Officer
Empire Machinery Company
Mesa, Arizona

My education as a businessman began in earnest when I first started my own business. My first and only objective soon became just one word: survive. With a lot of help from good people, understanding from creditors, (perhaps they had no alternative), and a great deal of luck, I did, or at least I *have* survived for nearly 43 years.

My education about public education began just a bit more than four years ago when I was first appointed to the Arizona State Board of Education. I found education doesn't have many friends in the legislative halls of the nation or states. Today I think you need to adopt that first objective of mine: *survive*.

On the plus side of your problem, however, you have some very good and powerful friends and potential friends. Certainly one of the most powerful of these is business. But business is more a *potential* friend than one in fact; one you need to enlist on your side, then motivate to help you with *the* great enthusiasm and power they exhibit in their *own* cause. "OK," you say, "But how?" Let's examine the opportunity you as educators and trustees have.

All too often you make a serious error in the way you *think* about business. It is *not* monolithic. It is diverse, diverse in its interests, its needs, and even what it *thinks* it needs. In big business we often do not find a common interest. Prudential Insurance Company employee skills are not the same generally as those of Caterpillar, and certainly production workers at CAT do not have the same training or needs as at IBM or Motorola, and their people are differently trained than those of Citibank or Bank America. Most big and even medium-size businesses have their own training programs; some much more extensive than others, but all are tuned to their own specific needs.

Now contrast this with small business, those with less than 100 employees. They have little or no training in-house for their people. They depend upon you, and your larger cousins, to train people for them. But here, too, their needs are just as diverse and perhaps much more urgent than those who have their own training programs.

All business, large, small, and in between, those with complete training capability, those with specialized programs, and those who have none at all; those in manufacturing, those in service business, and those engaged in research, all need your product, and all wish it were a superior product to what they credit you with producing. Why is it then, that on every side the schools are under attack? Why is it that these businesses that need you so desperately don't come to your defense? They obviously have the clout to markedly affect legislation in their own interest, at the national and state levels, why don't they help education more?

Before I answer that question, I'll tell you a story about our business. We sell very expensive machines; we have only one new machine that sells for less than $50,000 and several for more than $700,000. These are wealth creating machines. We hope these machines will make our customers a lot of

money, and generally they do, but only if they are working. These are complicated, sophisticated machines, even though they look to you like a lot of iron (they are that, too). One small part can stop a $300,000 machine *cold*. Now that may tie up not only one machine, but several others it works with; a big loader stops, and so do the trucks it is loading, and also the compactor and grader working where the trucks unload. This can cost an owner several thousand dollars *an hour*. *You* guess what his reaction is when we don't have the part he needs!

To serve these needs our parts department is open 24 hours a day. We stock more than 55 thousand separate items. We are computer controlled to the teeth. We deliver more than 92 percent of all parts asked for, right off our shelves, and within a percentage fraction of 100 percent, within 24 hours. To do this we fly parts we don't have, from anywhere in the United States and usually at no cost to our customer. By industry standards clearly we have a very superior service.

But despite all this, we often hear the customer complaint, "You guys never have anything; you're just an order house!"

The truth is, of course, we don't get *credit* for what we have, we just get *blame* for what we *don't* have. After all that is the only part the owner hears about or remembers. It is the only one with which he has concern.

The analogy to education is apparent. The poorly trained student, the Johnny who can't read, the Susie who can't write, or the certificate holder who can't weld or solder, is the one we hear about. It is the failure who is the example used to excoriate the school and the system. How often are we reminded that most of NASA's engineers and astronauts are the product of public schools? Few parents give credit to a teacher or a school who has taught their genius child—who after all was a product of heredity and home environment. But where would the medical and scientific genius of this country have come from had it not been for the public school system?

So don't blame the businessman if he doesn't recognize his *best people* as products of your system. He doesn't read that in the paper or see it on "60 Minutes." He is very aware, though, that a major part of his taxes go to education, and the young people who vandalize his property come from the public schools. Most businessmen are unaware of the special services and help you can provide them, from training their people, to holding special seminars and classes to help him know better how to make a profit, or keep what he does make.

So what should you do? There is no one answer, certainly no simple answer (even in this day of simple solutions to complex problems). The answer lies in a multitude of programs to make the boss aware of the quality of your service. The best way is to involve him in your school. Not in some superficial way, that may show off your deficiencies more than your assets, but somehow in the programs themselves. I guarantee if you ask most any businessman if he is aware of your programs, what you do, and your results, he will say, "Yes, sure I know." But in truth he likely does not know, even though he *thinks* he does.

Believe me, until I was truly involved in the State Board, until I was forced by that association to find out what our schools did, the results they achieved, *I* did not know, even though I was fairly supportive of all education. I was not aware of the funding problems, the difficulties with public and legislative understanding (should I say "misunderstanding").

When I say "involvement" I mean *more* than an advisory council. I mean somewhere the person is afforded a good look, a valid look and understanding; perhaps in assisting an instructor in a specialty of close interest to

the guest, or involvement on the board itself. Believe me, you find out.

Not all business can have the experience our company has had in a cooperative program with Mesa Community College. They have a branch classroom and shop facilities on our property—this facility teaches heavy duty mechanical service. This is more than a diesel course; it is complete with hydraulics, electronics (and we must service more and more of these each day) and all the rest of the complicated service features of the modern day heavy machine. This program helps the college because we are right on hand to provide any special technical knowledge they might not have. We also provide the use of expensive test equipment few colleges can afford. But more than this, we provide an example to the students, of the way a work place operates. Even more important, we understand the college's problems of funding, of keeping curriculum current, and their ability to solve our training needs.

We still operate a sizable training program on our own. We have five full-time instructors plus a director. We hope the time will come when we can contract with Mesa to fulfill all these needs, but that will only happen when the college has the flexibility we need to meet our schedules, when they can truly provide open entry open exit, and their instructors become at least accountable as our own. I advise you trustees you must have the courage to demand strict accountability from teaching and administrative staffs.

Another way to inform business about your services is an aggressive *sales program*. Generally your selling is done by your administrators. That is not what I have in mind. I refer to salesmen, trained as salespeople, charged with a specific number of sales calls each day, just as ours are. Call on the small business people; you will find people eager to use your service and you will find people who will become advocates for your college and programs.

I again emphasize the importance of the businessman as your advocate. Strange as it may seem, a taxpaying businessman has more creditability before a legislative committee, than several college deans. When he says he *will* support more taxes to provide better school programs—the legislators listen! When a legislator makes a rousing statement about how *he* must protect the taxpayer; I can reply "Protection from what? I need protection from ignorance; from crime, bred of unemployment; from entry level employees who can't read, write or compute, and have no saleable skills." I can and do say, "I am a taxpayer, Mr. and Ms. Legislator, my property tax for the Mesa school district alone reaches well into six figures, and those are the best public dollars we spend." I *hurriedly* correct the word "spend," for these dollars are an investment in our future business, an investment in human resources, far more important to our economy and to my company's economic future, than the injection of those dollars into capital assets.

"It is people who create wealth. A capital asset without intelligent operation by people is useless. Ideas come from people and *intelligent* ideas and solutions come from *intelligent* people. So please, Mr. or Ms. legislator, If you want to protect this taxpayer, protect me from ignorance by giving us better schools. Protect me from poverty and its colossal waste by giving young people an opportunity to be useful to themselves and society. Protect me from the popular thinking of today that denies investment in the future of our youth, but diverts my taxes to spend them on engines of war and destruction!"

But that is the sort of advocate I am for your schools and colleges. Believe me, everyone of you can have that sort of business advocate in your district, but you may need to

develop them, recruit them by appealing to their self-interest. I am not an advocate because I like you, or your faculty or because you flatter me by asking me to serve on your committees or speak at your dinners. I am an advocate because I am *convinced* my company is helped greatly by your contribution, both in direct services to us and indirectly by the role you play in making my community a better place for my grandchildren.

I am selfish! That's why I help you. It is your appeal to my self-interest, not my altruism (if any) that brings my support. I suggest your business leaders are no different.

The educational community loves to talk to itself. It has amazed me how many meetings hear speeches of praise and high motivation, but only to each other. Few non-educational people hear you. You remind me of Republican politicians making their campaign talks to the Rotary Club or Chamber of Commerce.

To survive in today's climate of sorely restricted public funds, you need all the help you can get. The taxpayer will support those programs he perceives as in his own interest, and I am very sure no public program will pay larger dividends to the business taxpayer than those you deliver. So go out and sell him; it's good business for him and it's very good business for you!

Stretching the Education Dollar

Bruce R. Wissore, President
Belleville Area College
Belleville, Illinois

There's one thing they never tell you in your doctoral program, but you learn it very shortly after you become a community college president, "Never tell your problems to your peers, because 60 percent of them are not listening and the other 40 percent are glad."

With that in mind, I'd like to tell you what I think about budgeting and college finances in general, what happened over the past two years at my college as a result of that philosophy and what the future may hold for us all.

A budget is not a piece of paper. It is a group of motivated people working toward a very narrow set of goals. The budgeting process sets the financial pace of the institution and the need for creativity and activity in the budget is similar to the training requirements of an athlete.

In order for an athlete to receive a training benefit from an activity, the activity must raise his pulse to 115 beats per minute or higher. Likewise, a budget process which does not require innovation, hard work, and a degree of risk-taking will not improve the organization's financial health or efficiency rating.

You have to make up your mind—are you going to work on the budget or is it going to work on you?

If you make up your mind to work on the budget in order to attain a goal, remember that money and power are alike. They have no conscience. They flow to where they work. You can't be passive and you can't afford to make decisions by default. *Everything* must be done in a manner which moves you toward your goal.

"Power" is a very important word in educational budgeting. Power resides in the parts of your organization where decisions are made. If there were some way to put a "power-meter" on our organization charts to find out where it really exists, many of us would be very surprised. But until you get a handle on this, you will never really be in control of your budget.

As educators, we like to talk about "authority." Authority is fairly simple. It's clean, it doesn't talk back—and it is "potential", or "somewhere removed from the immediate situation."

But authority and power are very different. It's possible to have the authority to make decisions but not to have the power to enforce them. And it's possible to have the power to accomplish things when there is no authority. But when the two come into conflict, power wins.

The best example of the difference is seen in bargaining in Illinois. Is it legal for teachers in Illinois to strike? No. Do they do it? Of course. When they do strike, and you call for and receive a court injunction to end the strike, do they come back to work? No. After the negotiations are finally settled, do those who disobeyed the injunction receive some type of penalty from the courts or the school? Not likely.

The point of all this is that if you want to work on the budget you must control it. You must have power over it, you must exercise that power in an open and very firm manner—and you must be ready to battle to regain lost power. Remember that power flows to where it works, and the people who have regularly been using that power will not wish to relinquish it. You must be ready to face the resistance *and prevail* in the process.

Two years ago, I told the Belleville Area College trustees that one of the potential results of our project reminded me of the fate of William Wallace, the notorious English traitor. In 1305, William Wallace was drawn for treason, hanged for robbery and homicide, disemboweled for sacrilege, beheaded as an outlaw, and quartered for diverse depredations—a classic case of a person taking on more than he could handle.

As you read this, the thought may cross your mind, "Who does this guy think he is, Knute Rockne? This isn't an article to inform us of the steps in making a budget, it's motivational." If that thought has crossed your mind, you're right, because motivation and the courage to stick to your convictions are the two main ingredients that will determine your institution's ability to cope with today's economy.

All institutions are different and there is no magic formula to solve your problems. There is no universal cookbook. The answer is in you and your people. Good plans fail if not carried out with enthusiasm and technically bad plans succeed when people refuse to allow them to fail.

Let me tell you what has occurred at Belleville Area College over the last two years as we wrestled with our financial problems.

In the Spring of 1980, the board of trustees at Belleville Area College recognized a need for a change of financial direction. There were three reasons for the change: (1) the college's fund balance was at a dangerously low level, at best, it was insufficient to meet the college's cash flow needs; (2) the college had no reserves for the repair of facilities or the replacement of major capital items; and (3) the college business office projected a $2 million deficit in five years if the current trends were maintained.

In response to this situation, the board did three things: first, the firm of Ernst & Whinney was hired to perform a management study and it confirmed the board's belief that there could be stronger management.

Second, the board formed a Blue Ribbon Committee of approximately 40 community leaders in order to test the feeling of the community regarding the school's financial situation, and received the message, "Change your direction, but don't raise your taxes."

Third, the board changed chief executive officers and gave management the following direction, "Do the things necessary to make this institution as efficient as possible but do them in a manner that will not harm the quality of education at this college."

Here are the results following the second year of operating under the new system. Following a six year period during which the college operated at an annual deficit of over $35,000, the college ended the first fiscal year in the black by $617,000, and the second year in the black by $625,000. In these two years, the college fund balance grew from $200,000 to over $1,400,000.

During the first year of the new operation, a number of doubters said that a college could not be run like a business and that attempts to increase efficiency or reduce spending would hurt the quality of education at the college. However, the facts have failed to support that contention, and there are five factors that say that at least in this instance,

efficiency and quality can exist together.

(1) The tradiational indicators of academic results recognized at our college are positive.
(a) Studies of transfer students show continued high achievement;
(b) Placement studies show increased effectiveness of career programs;
(c) The college drop-out rate is down.

(2) From 1976 to 1980 when there were a greater number of high school seniors graduating, our enrollment had plateaued, but during the last two fiscal years, when the number of graduating seniors is declining, our enrollment is increasing. In fact, the enrollment growth is 40 times greater during the last two years than it was during the previous four.

(3) We have cut no programs and we have not reduced the scope of any programs.

(4) We have experienced innovation in our curriculum during this period, adding television course offerings in several disciplines.

(5) In this two-year period, we have not had to lay off any full-time personnel (exclusive of grant employees) and we do not intend to lay off anyone next year.

The financial success we achieved was the result of developing a list of 16 principles of sound financial management and sticking to them.

(1) In turbulent economic times, *be good at the fundamentals*. Understand what makes the organization tick and do all of the little things well.

(2) Study the organization and understand the cost/benefit relationship of *all* activities.

(3) Understand that the catalog is your inventory, and that as long as the inventory remains on the shelf, there is no cost. However, as soon as a course is sold, the costs and income are set. It is at this point that the inventory must be controlled. At our college, a computerized report was developed which displays every expense and every cent of income developed by each of the college's 96 curriculum areas along with profit/loss margin calculations and actual dollar contribution figures.

(4) Work on the curriculum. The number of sections offered; the times they are offered; the number of students per section; lab/lecture configurations—all of these have a major impact on the expense side of your ledger. A laissez-faire approach to the curriculum or shotgun approach to the schedule cannot be tolerated.

(5) Someone must be accountable for everything. This sounds simple but it's ignored more than followed. If there's a problem area, there should be no doubt in anyone's mind concerning who allowed it and who must solve it.

(6) When you give responsibility, give authority—reward aggressive, effective administration and do not suffer mediocrity. Be prepared to tolerate errors of commission, but despise errors of omission.

(7) Do not try to make the organization develop faster than the individuals within it, and allow people their own style of communication. Demand results, not the mastery of special, complicated forms that were developed at some other school or by some educational braintrust.

(8) Exercise management prerogatives in order to achieve your goals. Don't manage by default.

(9) Require greater accountability from the administrative staff by using merit as the entire determinate of salary and length of contract.

(10) Maximize opportunities for creative, positive change (Ban the phrase, "But this is

the way we've always done it.").

(11) Demand and reward positive attitudes.

(12) Increase communication on financial matters.

(13) Change the organization's structure to give the best chance of achieving your goals.

(14) Allow attrition to reduce payroll when possible.

(15) Exercise tight budget control of every unit. Each unit must maintain an integrity in its budget. You cannot allow one area to run into the red simply because you know another area will be operating in the black.

(16) The most important thing is to say "no" even when it is unpopular to do so.

Finally, we did four things with regard to the preparation and monitoring of the budget.

First, we went from an incremental to a modified zero-base budget philosophy. Each area is now required to justify every request.

Second, we used a system of open budget hearings in the preparation of the budget. The manager of each unit of the budget is now required to justify all his requests to the college's budget committee in a hearing. All of the hearings are open to anyone who may wish to attend and a list of the hearings is published.

Third, more staff are involved in the process now, by way of the open budget hearings.

And fourth, the administration makes quarterly reports to the board concerning the progress of the budget. This continuing, public dialogue on the budget helps focus attention on the financial operation of the school.

Looking into the future, it is obvious that there will be no letting-up on the emphasis on the budget. Belleville Area College will receive the same actual dollars next year as it had this year from the State. That represents ZERO growth in 40 percent of the college's income. We anticipate a six percent increase in enrollment with no provision to cover it from the State. HOWEVER, we will present a balanced budget for 1982-83 by continuing to increase efficiency, increasing tuition, and depending on income from investments.

Fortunately for the District, the board of trustees recognized the college's $35,000 a year problem but were only satisfied with a $600,000 a year solution.

In the State of Illinois and in the country in general, times are tough and all indications are that they will get tougher before they get better. But I propose that what has happened at Belleville Area College can give everyone some hope for the future.

We may not be able to continue to operate our organizations exactly as we did in the past.

We may be forced to accomplish the same results with less but it can be done. And in fact, the results achieved may even be superior to those of the past.

We all have a greater stake in success now. There is almost no room for error or inefficiency. But as is always the case, the greater the challenge, the greater the effort—and therefore, the greater the result.

I hope that every citizen and taxpayer of District 522 is as proud of its board of trustees as are the people who work for them, because the current financial strength and high academic quality of Belleville Area College are a direct result of their many hours of work, their dedication to their community, and their courage to maintain a course of action they believed in even through the most difficult of times.

Remember—money and power are alike in that they have no conscience. They go to where they work. In these tough economic times, it is vital that our community colleges squeeze every last bit of work out of every dollar we can get. We have no choice. We must make it work.

TRUSTEE QUARTERLY

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Contents

"Mi Casa, Su Casa"—A Special Recruitment Program ..... *Jim Biundo, Bill F. Stewart* 1

Improving Board Effectiveness Through In-Service Training and Policy Revision ..... *Herb Carnathan, J.J. Hayden, Arthur R. Southerland* 5

Working Partnerships With Education—From the Business/Industry Perspective ..... *Bruce E. Davis* 8

Retaining Key Personnel in the Face of Rising Competition ..... *Marjorie Goudreault* 11

Increasing Productivity by Working With Business and Industry ..... *Kenneth E. Hunter* 15

The Challenges of Change and Diminishing Resources ..... *Veronica Kerr* 19

Stretching Your Education Dollars By Energy Saving Remodeling ..... *James T. Martin* 22

Trustees and Presidents: Common Cause ..... *Clifford S. Peterson* 25

The Role of the Trustee in Community Relations ..... *Earl W. Scarrow* 28

Addressing The Student Financial Crunch ..... *Ralph C. Tyler* 30

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"Mi Casa, Su Casa"— A Special Recruitment Program

Jim Biundo, Assistant to the President
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In Spanish, the expression "Mi casa, su casa" ("My house is your house") reflects the warmth and hospitality which the head of a household wishes to bestow on guests. Visitors to an Hispanic home find themselves to be beneficiaries of that hospitality, which often manifests itself in good food, good wine, and fine conversation.

Institutions, too, enjoy extending the same warm invitations to people. Programs for visitors are important activities, and though they may not be replete with food and wine, they do emphasize good conversation and information.

Nearly 2,000 people have experienced that kind of hospitality through Kirkwood Community College's T.G.I.F. weekly information program for students since its inception two years ago. T.G.I.F. (To Get Information Fast) sessions are held every Friday morning on the Kirkwood campus. Through the cooperation of the high schools in the seven-county service area, Kirkwood extends invitations to seniors interested in college to come to campus. This is one segment of the comprehensive master marketing plan at Kirkwood.

Based on the research indicator that a campus visit is one of the most influential factors in the decision to attend college, particularly for those students who are undecided about a specific school, Kirkwood admissions and counseling staff developed an organized, systematic program in the Spring of 1980. The format, though it has undergone some refinement, has remained basically the same since that time.

Information about the program notes that there are people at Kirkwood who will assist students in making some important decisions about their future, help to identify special talents, and explore career options. Each session begins with a brief welcome and is followed by "Campus Life Sessions." During this period of time, prospective students learn about admissions procedures, financial aids, student activities, counseling and placement services, and other aspects of student life at Kirkwood.

After the "Campus Life Session," students receive information about the various programs and opportunities generally, following which there are small-group discussions on programs of specific interest. During these small-group sessions students meet with academic advisors and program directors, as well as with other students with similar interests. At 12:30, students have lunch in the college dining hall, and campus tours are scheduled in the afternoon.

Throughout all the presentations there is an emphasis on "personalized" attention. Admissions and counseling personnel are the primary sponsors of the program, and they utilize all their personnel to assure that information is complete and accurate and in relation to students' specific questions and concerns. In turn, resource people from various academic support service areas of the college provide assistance. The maximum number of students at any T.G.I.F. session is, by design, sixty-five. Students introduce themselves, and the sessions are all informal rather than lecture/presentation

in style. Also, to reflect an overall perspective and to recognize the importance of familiarizing the student with the area as well as the college, students are shown a slide/tape which overviews Kirkwood and the surrounding area of Cedar Rapids.

In 1980-81, the first year of the program, there were 808 participants in T.G.I.F. Of those, 326 (40%) enrolled at Kirkwood. Further analysis revealed that 221 had applied for admission before attending, and, of these, 144 registered. Further, 587 had not applied before attending T.G.I.F., and, of these, 182 registered. The data reflect not only the impact of the sessions on new student contacts, but also the impact on the specific decision to register officially for the term.

In Fall, 1981, Kirkwood enrolled 1,629 full-time and 911 part-time new first-year students directly from high school. The 326 T.G.I.F. participants who enrolled represented 12% of the *total* new student population and 20% of the new *full time* student population. Again, the impact of T.G.I.F. is clear vis a vis new students recruited at the institution.

For the period 1981-82, the following statistics summarize the effectiveness of the T.G.I.F. program:

Total Number of Students:	1,077
Interest by Department:	
Agriculture	114
Arts & Science	175
Business	266
Data Processing	90
Health	211
Trade & Industry	170
Undecided	53

Three hundred and forty-eight students had applied to Kirkwood before attending T.G.I.F., 708 had not, and 21 did not respond. Enrollment follow-up figures will be compiled beginning Fall Quarter. There was a greater proportion of females than males who attended (Female—633 Male—444).

The student groups attending have been fairly representative of the seven-county service area of the college, although, as expected, the greatest numbers come from the metro high schools in Cedar Rapids. The majority attending are high school seniors; however, some juniors and a few sophomores also attend, especially in the spring. There are, periodically, even a few people who have been out of school for a short time. Students planning to attend the sessions pre-register through a phone-in system to Kirkwood; thus, the admissions and counseling teams have a list of the names, high schools, and hometowns of those who will be at each session. Again, in addition to the statistical purposes, this also assists in the personalization emphasis.

Other interesting sidelights are that financial aid and housing questions tend to be the most frequently asked, and most of the students attending have never been to the campus before, even though a number of community service activities independent of the college are held on the campus and many of the students have friends and/or relatives who have attended Kirkwood. More and more parents also are accompanying their children to the sessions.

It is important to note the cooperation from the public school administrators and counselors in the success of the program. Counselors note that T.G.I.F. is an excellent way to coordinate a portion of their college information function and that it is a productive way for students to spend time.

T.G.I.F. is but one of the many visit-oriented activities at Kirkwood. There are numerous other visits by civic groups and educational colleagues representing diverse interests and worldwide geographical areas.

A particular catalyst for a number of visits to

Kirkwood was the development of the Kirkwood Telecommunications System. The system employs a full range of educational television instruction through telenet, interactive microwave, ITFS, and cable. Because it has been technically and operationally effective as an instructional delivery system, it has attracted considerable attention both within the region and nationally. Staff members are called upon frequently to make presentations at conferences, and several Kirkwood staff have published articles and monographs on the subject.

Following each of these activities, there was interest and, in turn, inquiries about visiting the campus. But the interest seemed to reach an alltime high following the national COMBASE conference held in Cedar Rapids in November, 1981, and hosted by Kirkwood. At the conference (Cooperative for the Advancement of Community-based and Performance-oriented Post-secondary Education), approximately 700 persons heard speakers such as Dale Parnell, President of the American Association of Community and Junior Colleges; Nicholas Johnson, Chairman of the National Citizen's Communications Lobby; Paul Simon, Congressman from Illinois; and Douglas Edwards, CBS News.

Workshop sessions focused on such topics as Humanistic Studies in Technology, Developing Courses for Telecommunications Systems, Interactive Audio Systems, Telecommunications and the Distant Learner, and Serving the Business Market Through Innovative Technology. The Kirkwood Telecommunication System was a key feature of the conference, and a comprehensive tour of the facility was included in the program. The conference and the continuing development of the Kirkwood Telecommunications System has spurred a great deal of additional contact with the college and many more welcome visitors.

Two time periods each month, the first and third Thursday-Friday, have been designated specifically as Kirkwood Visitation Days. Persons inquiring about times to visit will be informed of those special times and asked to schedule their visits then if at all possible. Of course, should that not be possible, every effort is made to schedule at alternate times. This clustering helps honor all requests, helps to provide quality experiences for the visitors, and, at the same time, helps to acknowledge and respect the staff commitments necessary for substantive visits. In the final analysis, this internal planning helps the institution do its best for its guests.

Throughout all the visits, host institutions put forth their best efforts to make the guests welcome, be they prospective students, local service club members, or administrators, faculty and staff from sister institutions. The goal, of course, is to make the visit as informative, profitable, and enjoyable as possible—to provide visitors with a quality experience consistent with their interests and expectations.

Careful planning and coordination are necessary in order to reach that goal. People with whom visitors come in contact must be personable and knowledgeable about the institution. The important role that these people play in creating positive images cannot be stressed enough. All truly are ambassadors of the college and, since they are often the initial contacts, are the people on whom first impressions are built.

The distribution of information packets also is an important dimension to be incorporated with visits. Included in the packets which are distributed on arrival are the itinerary for the day(s), college viewbook, general information brochures, and other selected materials which may be of specific interest to the group. The materials should present a comprehensive view of the college and should be packaged in an attractive folder in order to reflect the best possible image. The time used to distribute informational materials also can be utilized for

general introductions and for answering preliminary questions.

The reciprocity of "mi casa, su casa" is never more apparent than in the context of community colleges, for it is there that various groups share the literal community interests. In reaffirming that role, community college messages reach out to the public, reminding them that the institution is theirs, that the educators are the stewards of that public trust, and that all groups not only are welcome, but are encouraged to visit the campus, to schedule meetings on the campus, and to utilize the campus facilities as much as possible. Of course, many public activities do take place. The 1,200 community colleges across the United States indeed are extensions of the specific communities in which they are located and of the people in those communities.

And so, civic, public, professional, and educational groups of all kinds continue to visit the campuses and to utilize the facilities, and that's certainly the way it should be. Were it not for the awkwardness of the expression, one might very well want to launch a campaign for referring to the individual institutions in the possessive—"Community's College."

The "Welcome" mat is always out in education, be it a Friday or a Monday. "MI CASA, SU CASA." Or, perhaps more appropriately in the case of community colleges, "SU CASA, MI CASA."

Improving Board Effectiveness Through In-Service Training and Policy Revision

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Mississippi Gulf Coast Junior College District

J. J. Hayden, President,
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An in-service training program for a twenty-nine member board, an intensive review of all seventy-plus board policies, and an extensive policy revision effort were all bundled up into one large package and tied up with a big yellow ribbon. That is what the Mississippi Gulf Coast Junior College Board of Trustees recently accomplished.

It all started with a review by the college attorney of Sechler's article "Legal Liability of the College Trustee" in the Spring, 1981 issue of the *Trustee Quarterly*. This got the attention of the board. Before moving to the next agenda item, the board asked President J.J. Hayden to structure a series of actions designed to minimize the liability of board members and to inform them of their liability as related to policy matters approved by them.

The board has long believed in the legal hierarchy of:
Federal Law
Federal Guidelines and Regulations
State Law
State Guidelines and Regulations
Local Laws
Local Guidelines and Regulations

Where the laws and guidelines leave off, the board has established a continuation of this hierarchy:
College Operating Policies
Administrative-prepared procedures

A three person committee was formed to investigate the topic and make recommendations to the board. Members included the college attorney, who would investigate legal ramifications, the laws, guidelines, regulations, and state attorney general opinions

on the subjects under study. The district's Administrative Assistant for Institutional Research and Planning provided all policies and background on the various subjects covered by policy. The third member was a university faculty member whose specialty is in junior college administration. Together members of the committee developed a format for addressing the problem areas related to their task. A six month program was recommended, with a different major area of policies or board activity and responsibility being highlighted each month.

The entire scope of college-board operation was divided into these broad areas:
Purchasing
Due process
Personnel
Students
Board By-laws
Wrap-up of Board Member Responsibilities

With approval of the format and agenda came a series of reports developed by starting with a statement of the problem for the subject area. For each policy the college attorney clarified the present position of the law. Generally accepted practices among other community/junior colleges, a summary of pertinent literature, and a review of related new developments were covered by the university consultant. Reasons for the development and evolution of the present policy were provided by the Administrative Assistant. Resource persons from the college were called into the review for each area under study. This expertise was represented by executive level officers in the college whose functional area was being reviewed. Accordingly, legality, theory, and practicality were intermingled into recommendations coming from the committee on each subject.

Preliminary recommendations within the following categories were then formulated for board action on each policy:
1. no change,
2. minor wording or editorial change,
3. major revision,
4. deletion,
5. new policy recommended.

The committee reports were not merely stand-alone reviews. Each policy recommendation was taken to a special college Policy Research and Development Council, whose membership consists mainly of faculty members from the three major campuses and the three centers of the college. Following this review, the recommendations were taken to the College Executive Council, made up of the president and his five executive level administrators. On the last two reports dealing with board By-laws and board responsibilities, the officers of the board were involved in critiquing the committee's work. The changes recommended in this review process were integrated into the committee's report to the board.

Each report was several pages in length. Where no change was recommended, the entire policy was quoted for board review. Where minor changes were recommended as a result of the above described process, the revised policy was recommended alongside the existing policy and a brief reason for the change was provided. Where major revisions or new policies were recommended, a full explanation was provided for each one. In those instances where policies were recommended for deletion, they were cited along with reasons for the recommendation.

One or more of the committee members gave a five to 15 minute oral report on the subject each month. Board members were, therefore, given a verbal report of highlights, with a detailed written report being placed in their hands for further study. Each member was requested to examine the report and provide questions, interpretations, and comments to the committee through the chairman of the board. Upon approval of a given report the process moved up one notch.

The month following each report, the administration formally recommended the policy changes to the board for the first reading, with a second and final reading the following month, as required by board By-laws. The following portrays the cycle:

Board Session	Report Topic	Policy Recommendations
#1	Purchasing	———
#2	Due Process	Purchasing—First Reading
#3	Personnel	Due Process—First Reading Purchasing—Second Reading
#4	Students	Personnel—First Reading Due Process—Second Reading
#5	Board By-laws	Students—First Reading Personnel—Second Reading
#6	Overview of Board Member Responsibility	Board By-laws—First Reading Students—Second Reading

Results are encouraging.

The board, having participated in a detailed review of its entire inventory of college operating policies, is resting more easily, because they have reviewed each policy in a systematic manner over the period of the study. They know that every effort was made to minimize their liability for board actions in which they are to be involved. Their By-laws, likewise were reviewed to determine adequacy. Incidentally, the By-laws were reformatted and a detailed paragraph by paragraph topical and alphabetical index was developed.

The administration benefited, because through participation in the process that led up to the board action, they were involved function by function. Several gaps in the previously existing administrative management process were plugged as a result. Following approval of board policy, whether it was a reaffirmation of present policy or implementation of new policies, the entire management structure of the college was put under a microscopic view. Procedures in existence today are better and are more clearly understood than they were before the process started.

The faculty had a major input into the process and were given the chance through the Policy Research and Development Council to voice their opinions on policy-in-the-making, as they have done for several years.

It has been noted that the process was originally designed primarily to minimize liability to board members. As an outgrowth, however, a more comprehensive, yet simpler set of policies and procedures designed to generate and govern a better educational program has resulted. The beneficiaries of these products are the students for whom the institution exists, through the enhancing and highlighting of their rights and responsibilities.

That big package tied up with a yellow ribbon is one of the best presents that Mississippi Gulf Coast Junior College has ever given itself.

Working Partnerships With Education—From the Business/Industry Perspective

Bruce E. Davis, Assistant Vice President,
Public Affairs
Bethlehem Steel Corporation
Bethlehem, Pennsylvania

The business community, I submit, understands:

1. We must educate our young adults if we are to preserve our society,
2. Our most precious resource is human potential,
3. It costs less to educate our citizens than it does to support idleness,
4. Community colleges have unique features which can help local industries cope with changes in the work place.

Some years ago, Milton Eisenhower, the President of Johns Hopkins University, put the matter quite simply:

> Higher education and business are interdependent. One needs money to produce educated people, and the other needs educated people to produce money.

In the past quarter century, corporate support of higher education has grown from about $70 million dollars to over $700 million dollars. Yet, overriding this long-standing commitment to higher education are some storm clouds; particularly in the United States, namely: The economy, Reaganomics and the New Federalism.

Many of you are involved in the business world. I think you will agree that the case for corporate support of higher education is simply that such support serves the interests of the company and its stockholders. There are important benefits to business which stem from its support of the academic community. The existence of such benefits means that corporate grants to education represent an investment of the business dollar, not merely an act of philanthropy.

The most direct and tangible of these benefits arise from the role of community colleges as suppliers of educated manpower. The American steel industry will soon launch a $7 billion dollar modernization program, including the installation of highly sophisticated computers and other data processing devices. But what good is all this high technology equipment unless you have trained people to run the equipment?

A reservoir of educated manpower is clearly a most important element of interest to all corporations. In many respects, a company is its people, even though their talents and skills are not capitalized and shown with other assets on the balance sheet. One of the matters of continuing priority to the top management of all corporations is the inflow of adequate numbers of new personnel with the needed combinations of education and ability. And, in today's modern technological society, community college graduating classes are an important source of supply of the newly-educated manpower that the business community requires.

Corporations (such as Bethlehem Steel) have and will continue to support higher education. However, businesses, in turn, will expect universities and colleges, including our community colleges, to emulate the John Houseman—Smith, Barney investment firm TV commercial..."We make money the old fashioned way...We *earn* it!"

Business can be expected to do its fair share to preserve and strengthen higher education institutions, provided they relate to us on a "quid pro quo" or "value given for value

received" basis. Contributions will not be altruistic; they will, in every sense of the word, be seen as investments...investments in well-educated, well-rounded graduates who will assume all phases of social leadership in future years, and who have had access to all the information they need to make informed and intelligent decisions as to the future of the country.

In short, approaches by community colleges to businesses for financial support should be keyed to discussing the specifics of how the community college can help this business prosper.

I suggest such presentations stress the number of graduates employed by the company and should include a cost estimate of how many corporate dollars were saved because the community college provided the skills and training needed by these employees to help this company earn a profit!

I suggest each plea for business support include a discussion of the in-house training programs presently being given by this company to its employees and how many of these training programs could be provided by the community college more efficiently and cheaper.

The current recession has caused business concerns to refocus on the advantages of contracting with outside agencies for employee training programs.

Are you interested in setting up adult continuing education programs for his company's employees...after hours...in our buildings? And at what cost? What programs could you offer? Computer sciences? Accounting for non-accountants? Business planning? Welding? Business machine repair? The list of potential courses beneficial to business would take pages to recite!

Some such efforts are underway...but the potential is great...and your community colleges can earn the support of local business!

What about your community college sponsoring on-campus business forums and economic seminars...and invite local business leaders to participate! You know...and I know...how our community colleges benefit our community...and can facilitate economic development. But, do the top business leaders in your communities appreciate what you are doing...what you can do? How many chief executive officers have spent time on your campus? How many senior...I stress senior...business leaders serve with you on boards of trustees?

In 1979, Bethlehem Steel established a Grants in Aid for Education Program under which our corporation would provide financial support for technical programs of business interest to Bethlehem. The approach of the program is to bring students and faculty together with our people to work on projects of mutual interest. By doing so, we improve relations with colleges and universities that are important to us. At the same time, we emphasize to faculty and students Bethlehem's commitment to technological progress.

In addition, such participation enables Bethlehem to identify and recruit for employment top students working in areas of importance to us.

For the 1982 1983 academic year, 38 schools have submitted 86 proposals to us for funding under this program.

Given the ever increasing emphasis on the high technology needs of industry, and recognizing that our community colleges can help meet this need, I encourage you to include in your discussions with local businesses increasing involvement by your community college technical training of business employees...and the quid pro quo is increasing financial support for community colleges by local businesses.

Our educational system and its relationships with local businesses, admittedly, is not without flaws, but the alternatives are unacceptable.

I agree that our community colleges are facing troublesome economic problems. But let's also recognize that we have good and sufficient reasons to work together, business and academe', to solve these problems. Higher education and the institutions, including businesses, must talk and listen to each other, as we renew our commitment to excellence.

In my travels, particularly in my conversations with member of the academic community, and in my visits to Washington, D.C., I detect a disturbing sense of malaise. Have we lost our sense of greatness? Have we forgotten the importance of higher education? I say: "No."

The corporate community should raise its sights in respect to its support of higher education. The need for business support of education is greater than ever before. The increasing financial pressure on higher education institutions has not been matched on the income side, with the result that the academic community is faced with a financial crisis of unparalleled character and size. Substantial numbers of schools have encountered current fund deficits. Some have achieved a "fragile stability" by cutting costs, often in undesirable ways, such as deferred maintenance, reduced student aid, and the elimination of educational programs. And across the land, virtually all community colleges have been impelled to increase the tuition and fees charged to students. In addition, there have been many instances of faculty salaries being frozen in an effort to maintain institutional solvency. In the light of these developments, increased corporate support of higher education is essential.

The past several years have been turbulent ones for public higher education. State appropriations are being reduced while operating costs are spiralling upward. In a recent article, *The Chronicle of Higher Education* detailed how state support for higher education has failed to keep up with inflation during the past two years. The newspaper reports, "The combined appropriations for the 50 states, adjusted for inflation, provided 4 percent less money for higher education in 1981-1982 than was appropriated in 1979-1980."

The general slowdown in state support for higher education comes at a time when the federal government is reducing its support and leaving the states with more responsibility for financing public education and other programs.

Increased corporate support of higher education will not solve all the financial problems confronting community colleges...but it will help. But each of us involved in the community college system must help formulate approaches to the businesses located in our area which will demonstrate that our community college wants to earn increased corporate support.

Retaining Key Personnel in the Face of Rising Competition

Marjorie Goudreault, Trustee
Northern Essex Community College
Haverhill, Massachusetts

In an article published in 1973 by the American Association of Community and Junior Colleges titled "New Staff for New Students," Roger Yarrington made a strong statement about the value of a college's human resources, a statement which holds true today. He wrote:

"The staff of a college is its single greatest resource. In economic terms, the staff is the college's most significant and largest capital investment. In these terms alone, we affirm that it is only good sense that the investment be allowed to appreciate in value and not be allowed to wear itself out or slide into obsolescence by inattention or neglect."

Our technical faculty are not wearing out or sliding into obsolescence. However, our seasoned professors are instead leaving the academic setting for the private sector, the corporate world with its lucrative salaries, challenging opportunities and state-of-the-art equipment. We cannot rely on holidays and vacations, nine or ten month contracts, occasional supplementary continuing education courses, and the intrinsic rewards of teaching to bind these critical faculty members to the academic world.

I have no magical solutions, no panacea, but I do have some suggestions, suggestions which are based on a fundamental premise: The responsibility for maintaining a viable engineering science faculty in a community college, a faculty which effectively trains today's labor force, rests jointly with the educational institution, the private sector, and the state. We must look to each of these sources for assistance in addressing faculty attrition particularly in the "technical" fields as each of these sources will ultimately benefit from the fruits of that collaborative effort.

Although virtually every corporation and educational institution now pays verbal homage to the management and development of human resources, there is little progress to suggest that comprehensive staff development has become a serious factor in long-range planning and resource allocation. Recruitment and ongoing employee development still tend to occur on an ad hoc and reactive basis. We are competing with industry rather than collaborating to insure productive and rewarding opportunities for faculty and private sector employees.

What can be done?

A new adaptability is called for within the educational community, an adaptability which can encompass both traditional reward systems and also offer new incentives to our technical faculty. This may mean:

- Cash—increased dollars in the monthly paycheck. We must face the realities imposed by a highly competitive market place, realities which may require that colleges create competitive differential salary schedules in order to attract and retain a good supply of competent, seasoned faculty in a high demand field.

- It may mean occasional shifts from "hard" to "soft" (grant) money without loss of benefits to enable technical faculty to work on special projects at competitive rates.

• It may mean freeing up traditional opportunities for advancement such as promotions and sabbatical leave systems which are currently, in many colleges, "locked into" a quota system.

• It may mean the imaginative design of flexible faculty schedules including for example compact scheduling (classes 3 or 4 days a week, all morning or all afternoon classes) to allow time for external consultation. (This is possible at Northern Essex Community College even under the constraints of a union contract.)

• It may mean establishment of a subsidized special faculty chair filled on a competitive or rotating basis funded perhaps by the institution, but if necessary by a grant preferably from an area corporation which hires a significantly large number of the institution's graduates.

• It may mean a more flexible treatment of leaves of absence enabling a faculty member to take a two or three rather than a twelve month leave, perhaps to work in an industrial setting or develop an exciting curricular enhancement (video discs, computer assisted instructional packages, etc.).

The private sector must also play a role in remedying high faculty attrition rates. At present, corporate programs tend to make limited use of educational institutions and to rely on faculty merely as isolated curriculum designers and instructors on a consulting basis. Such an approach may in the long run become detrimental to the parent institution.

When a corporation or a consulting firm employs a faculty member on a per diem basis, it generally obtains the services of this individual at marginal cost. There is no support for the institution's costs: basic salary, office facilities, health insurance and other fringe benefits. At issue here is not the time honored privilege of faculty members to provide consulting services, a privilege we would hope to promote and respect, but rather the question of whether this should be accompanied by some form of institutional support to offset the indirect costs, support which could ultimately be redirected to the employee's benefit.

Academic institutions must develop mechanisms which will make faculty available on a flexible and rewarding basis while simultaneously assuring some indirect cost return to the institution. A possible approach, suggested at a recent seminar held at Holy Cross in Worcester, Massachusetts, would be the development of a "practice plan" similar to those which almost every medical school currently has in place for its clinical faculty. The institution collects fees for patient service, and pays to the faculty member an amount which is calculated on a sliding scale. This maintains a substantial incentive and reward for the professor, while simultaneously providing support for the institution.

A number of engineering schools have established such centers for technical consultations and similar arrangements could be developed by community and junior colleges. Such an approach would help to overcome a situation in which colleges are frequently criticized by corporate officials for not being able to respond in a timely enough fashion to requests for specific training programs. The corporate sector on the other hand may be faulted for their tendency to identify so many of their needs at the last moment. More careful collaborative planning is necessary to give both users and providers more time for constructive interaction and thorough preparation.

The vehicle for implementing such an arrangement at Northern Essex Community College is its Center for Business and Industry run by a retired Raytheon Corporate Vice President. The Center's mission is to promote collaborative arrangements with

area companies and institutions and to design programs which are tailormade to individual needs. The Center deploys college staff members as required to realize its objectives.

Industry can clearly play out their role in other ways as well. The *New York Times* recently carried an article pointing out a major shortcoming of many engineering, technical and business schools: A heavy emphasis on abstract problems and research all too frequently replaces critical "hands on" experience and practical subjects which relate to the actual work environment and state of the art equipment. Employers in many fields have reflected this same concern: college graduates are inadequately prepared to function effectively on the job because the curricula they have pursued are too theoretical and abstract. Too few faculty members have had periods of activity in the world outside the proverbial "ivory tower."

There exists a serious need for more applied work, greater use of internships and other practical experiences for both students and faculty. Much as the instructor teaching future electricians at a vocational school is required to periodically practice his trade in order to remain employed, or the nurse in a clinical setting is required to return to the classroom for a certain amount of ongoing continuing education, so must the engineer periodically touch base with what outsiders might term "the real world," "the work world." The balance is essential. A report on the Massachusetts Alden Seminar in April of 1982, describes well one facet of the level of collaboration which is necessary between corporations and educational institutions at all levels:

"Some of these problems would be alleviated if academic institutions would learn to work together with industry in defining educational needs and developing appropriate content and format. Although in recent years there has been some movement toward real cooperation, the prevalent mode continues to be that a group of faculty in splendid isolation identifies what it believes to be an external need, designs what it considers to be the best way of meeting it — and then tries to interest individual as well as corporate clients. It is difficult and delicate to find the proper balance. On the other hand, constructive and lasting relationships are not likely to result if potential industrial partners are treated as outsiders whose task is to offer support without criticism. Their role is more than advisory: they must have a real share of the authority to shape content and format of the program for their employees. But on the other hand, the academy cannot relinquish its fundamental responsibility for the quality and standards of its educational program. Finding the proper mode of cooperation will require that the corporate partner recognize this responsibility of the academic establishment, while the later critically examine its own criteria so as to separate those which are intrinsically valid from those which are merely customary. There needs to be sensitivity and a willingness to be flexible and to share authority on both sides."

Corporate sponsored or supported faculty chairs, exchange programs between the educational and corporate worlds, co-sponsored leaves of absence to enable faculty to enhance their professional knowledge and technical skills are all viable options.

The possibility also exists for support and remediation to come from networking resources beyond the individual college and corporation.

The Commonwealth of Massachusetts is unique in its heavy concentration of both colleges and businesses and industries requiring a great deal of employee development. These characteristics provide a major impetus for business-education collaboration, but the numbers of prospective pro-

viders and potential users of training programs are so great that it is virtually impossible for a single institution to know where to begin. This is particularly true for smaller colleges and businesses.

In response to this situation, Vice President James Howell of the First National Bank has initiated the exploration of a brokerage mechanism which would help to bring together business and education in the Boston metropolitan area. The project is jointly sponsored by the Council for Northeast Economic Action and a number of educational institutions, including the University of Massachusetts, Northeastern University, Boston University, Simmons College and Bunker Hill Community College. An Advisory Group of representatives of these and a number of other colleges and universities and of several major employers in the region is currently working with a full time staff person in the initial feasibility and planning stage.

The Commonwealth's Executive Office of Economic Affairs has also established under executive order a Corporation (the Bay State Skills Corporation) with a budget in excess of five million dollars during its first two years of operation. The Corporation's primary mission is to promote closer working relationships between educational institutions and business and industry. The Corporation has thus far undertaken this effort by funding training programs where business/industry's support is at least equal to the level of support sought from state funds. (Northern Essex has received three grants for upgrade programs at Western Electric and Gould Modicon and a licensed practical nurse program in collaboration with area hospitals, a local nursing home, and a regional vocational technical school.)

In April of 1982, Governor Edward J. King and State Senator Chester Atkins also proposed establishment of a 40 million dollar Massachusetts Technology Park Corporation to provide training in technologies with a demonstrated need for skilled workers. The Corporation, with a nine-member Board of Directors and an Executive Director and staff, would be empowered to select a site and establish the Massachusetts Microelectronics Center as its first project. The Center would be an educational center containing design, fabrication, and testing facilities and equipment for postsecondary academic and practical training programs to meet employment needs of Massachusetts firms for engineers and technicians in state-of-the-art semiconductor and microelectronic technologies. Up to $20 million will be provided by state funds for the acquisition and construction of the facility, with a matching donation of equipment and machinery and instructors by private industries and higher education institutions.

In closing, let me reiterate my contention that the problem of attrition particularly among engineering/technical faculty, requires broad-based, multi-faceted redress.

Neither staff development nor resource allocation can continue to proceed on an ad hoc, fragmented basis, nor can it be carried out by an educational institution in isolation. There is a critical need for a sustained process by which academic institutions, employers, unions and governing agencies can address themselves jointly to a long range plan for the human resource needs of the society. As the society changes and the college's purposes change and adapt to the social needs of its community, its staff deserves and must have opportunities to grow, change, adapt, and be rewarded, to experience in effect "the best of both worlds."

Increasing Productivity by Working With Business and Industry

Kenneth E. Hunter, Assistant Deputy Minister
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Ontario, Canada

Before I begin, I must tell you that I am not an economist. By saying that, I am not sure whether I am admitting a weakness or bragging. I don't know if the Volkerite Monetarists are correct, or the Reagan Trickle Downers are correct, or the Post-Keynesians are correct. All I know is that Canadian and American companies are being muscled out of the international market place, and we are all suffering. I would suggest that at the root of our economic malaise is productivity—or, lack of it. By productivity, I mean: the organization's ability to increase the value of the outputs obtained from its inputs. Those inputs include capital, equipment, and human resources.

Now, I am not one to rely heavily on statistics. I often feel that we use statistics the way a drunk uses a lamp-post – to lean on, rather than to shed light. Nonetheless, some figures on productivity can be illuminating.

Based on real domestic product per worker-hour, Canada's productivity increased by about three percent from 1977 to 1980. This performance was slightly better than the United States'. Nonetheless, it fell far short of achievements by other economies. For instance, during the 1977-80 period, the productivity of the United Kingdom increased by just over four percent; France's grew by more than 13 percent, while that of Japan increased by a remarkable 23 percent.

The question is: "What is wrong?" Peter Graham-Dwyer, a professor of management at a Canadian university, put it this way: "Two approaches have been used...to explain organizational non-performance: either it stems from a deficiency on the part of employees...or it stems from a deficiency in management. Understandably, executives are reluctant to blame themselves. The opposite approach – to point out employee deficiency – is easier and more comforting."

Yet, there is no evidence that North American workers are any less concerned about quality than their international competitors. In fact, a recent study by Daniel Yankelovich indicates the contrary.

But the North American worker's ability to improve the quality of the industrial product is circumscribed by the decisions of management. To be productive, the hourly-paid worker must work within an industrial structure that is conducive to productivity improvement—an environment which only management can create.

Productivity is a management problem. Management must find the solution.

Speaking of solutions—productivity does not necessarily mean working faster. It means working smarter. For instance, the production line at the typical North American auto plant operates more quickly than the typical Japanese line. On the other hand, the typical Ford product, had seven defects that required adjustment. In contrast, up to 85 percent of all Toyotas coming off the assembly line had no defects at all.

So, which is the more productive? The plant

that does it fast, or the plant that does it right—that does it smart? Implicit in "productivity" is "quality." To paraphrase a major North American corporation, "quality should be job one."

And another point—productivity does not necessarily mean more sophisticated tools. It means more sophisticated people—users of the tools—better motivated, better prepared, better trained.

If productivity is to be improved, there must be a broad-based improvement in the skill level of both the hourly-paid and salaried workers. Effecting this skill enhancement must be—in whole or in part—the responsibility of the college.

I would suggest that the college has two roles to play in assisting the industrial community to respond to the productivity challenge. In the immediate term, the college must assist the industrial community—both labour and management—to develop its skills. In the longer term, the task is to mobilize community resources.

I would suggest that the college's first task would be to identify the need for skills improvement. As a minimum, the college should be responsive to overtures from the industrial community. However, the college must not be solely reactive. Colleges must develop their own intelligence about training requirements. They must respond, not only to the articulated needs of individual employers, but to the general economic trends and technological advances.

For instance, one of the colleges in the Ontario system identified a need for skills development programs in the field of interactive video systems—well before the industrial community recognized the need. And they have set out to establish necessary training systems.

Another college founded a productivity institute in 1978 and began offering a productivity improvement educational program, based on the belief that knowledgeable people are the key to productivity.

Many employers have the will to improve skill levels, but do not know the way colleges can help. The college can assist the industrial community to identify competency objectives, defining what the employee must do to be productive and designing programs of instruction to enable workers to attain those competencies. Such programs may be delivered in the workplace or in the institution.

Such a "task analysis" might point to a need for the managers to improve their human relations skills. As Peter Graham-Dwyer points out: "[Successful companies] have abandoned their 'management-can-do-no-wrong' attitude and set about redesigning their organizations for increased productivity. This openness and willingness to act has resulted in productivity increases, lower absenteeism, and reduced turnover."

The "task analysis" might point out that hourly paid workers must improve their technical skills—particularly in the face of technological advances. About 320 Ontario companies have undertaken training programs in advanced technology—micro-electronics, cryogenics, bio-engineering and computer-controlled machine programming—through an Ontario program called Training in Business and Industry II.

Whether for hourly-paid or salaried workers, the college can develop objective, quantifiable performance objectives which employees can learn to attain.

Once the performance objectives are established, the college can assist in the development of a curriculum. Performance-based curriculum is flexible enough to take into account the employee's existing skills. It would, ideally, also permit a trainee to

choose a training mode best suited to his or her individual learning style—lecture experiment, or correspondence, for instance.

The college could assist in delivery of that curriculum—either by offering the curriculum itself or by training the on-the-job trainer. It would permit training to be done either in the college or in the work place. As a recent project at Hagerstown Junior College proved, an in-plant training program is often more successful for the college, the employer, and the student than a traditional in-college program. The instructor of the in-plant program pointed out that the "visibility of the college within the industry provided a degree of acceptance for the program that it did not possess previously." The fact that the college is involved gives the industry program an educational credibility that industry alone cannot achieve.

The college can assist the client company to develop an evaluation system to determine when and if the trainee has achieved the competencies specified in the initial task analysis.

Finally, the college can work with the company to develop a certification system. The system might provide one certificate at the end of a long-term training program or a series of certificates, recognizing the trainee's achievement of identifiable modules of training.

This system provides clear near-term goals and immediate recognition of accomplishment—a form of continuous positive feedback, proven to be highly motivating.

Clearly, most colleges have the expertise to provide such a service to the industrial community. The question is: "Is that service being promoted within the industrial community?" It is a question trustees might well put to the college administration without appearing to be too self-congratulatory...this Province's system of colleges has done a superlative job in assisting the Ontario industrial community to develop its skills.

The task, now, is to be aggressive in marketing this service. Colleges must identify those corporations or industries which require skills upgrading and must encourage (perhaps even "prod") employers to make use of the college resource.

Ontario's colleges, because their only mandate is to develop skills for occupations and not to be transfer institutions, have avoided, to a large degree, educational snobbery and its companion—occupational snobbery.

The notion that a person's worth is based on what they do, (not on the excellence of performance) or on intrinsic individual character, has wide currency in our society. Through their emphasis on occupational programs, our college system has provided its graduates a sense of pride in themselves as workers in a broad variety of occupations, with skills ranging from the simple to the complex and combining hand skills with knowledge skills.

But—the college has another role to play—that of community catalyst. The college can organize and mobilize an entire community to take collective action to resolve its skill development problems.

Apparently the role of college as catalyst has been accepted on both sides of the border. In the United States, ACCT is helping to organize Business-Industry Councils (BICs). Ontario has Community Industrial Training Committees—CITCs for short.

I should point out that CITCs are in addition to college program advisory committees. In Ontario, each program must have a program advisory committee, made up of appointees from the industrial community—both labour and management.

A program advisory committee meets two

or three times a year and advises the college board of governors on curriculum, facilities, and the needs of business and industry, to ensure program quality.

The CITC is controlled by the industrial community—both labour and management. Most of the membership of a CITC are from industry. Other members are delegates from secondary schools, the college, the Provincial Government, and the Federal Government.

CITCs have four major mandates. They identify and predict skill shortages through manpower needs surveys; they develop strategies to fill those needs; they advise government on modifications to existing training programs; and they motivate the community to participate in training programs.

To date, about 60 CITCs have been formed, often because of the efforts of the local college of applied arts and technology. College staff often convened the initial meeting that led to the formation of a CITC. They often provide administrative services to the CITC during its initial phase. And they always take an active role in the committee.

Initially, the CITCs examined the skills development issues in the metal machining industry. However, they are now expanding their scope to other fields. For instance, one committee has examined the need for engineers, technologists, and technicians in the advanced technology industry. Another is examining the hospitality industry. Another is looking into the printing trades. In fact, the expertise that CITCs have created could—and should—be applied to any industry, any occupation.

But I should stress that the CITC is not an outgrowth of the college—it is directed by the entire industrial community, not just one segment of the community. It is the synergism among all segments of the community which is the strength of the CITC. Nonetheless, the college is a vital member of all successful CITCs.

CITCs have worked in Ontario; no doubt BICs can also be successful in assisting the United States industrial community. I would suggest the implementation of BICs will depend largely on the trustee's support of the BIC initiative.

In summary then, the colleges must serve as community resources—assisting the industrial community to develop training programs. They must serve as community catalysts—encouraging joint action to solve common problems. Colleges must bring together the often-disparate and diffuse resources within a community and focus those resources on the economic problems we face.

The task will, no doubt, be onerous, but attainable. And if the existing resources can be harnessed and directed towards a common goal, the productive power of the North American worker and the North American manager will be released.

I believe it is through productivity improvement that economic renewal will be achieved. And in that quest for productivity, the college can play a leading role.

The Challenges of Change and Diminishing Resources

Veronica Kerr, President
Association of Colleges of Applied Arts
and Technology of Ontario
Chairman, Board of Governors, Conestoga College
Kitchener, Ontario, Canada

Editors note: This article is taken from a speech delivered at the ACCT Northeast Region Seminar in Toronto, Ontario in June, 1982.

In Ontario, as I am sure in many of your own states, the environment in which our colleges began was quite different from the present one and may bear little or no resemblance to the future. For certain, we will face unique challenges over the next decade—both with regard to our student population; a work force that is aging and one that will have an increasing number of women. We may even face the challenge of possible unrealistic expectations of the colleges on the part of the public.

Ontario's colleges were founded in the mid-sixties as an alternative to the university form of postsecondary education. The minimum admission requirement is either completion of grade twelve or mature student status (age 19 or older). Since Ontario secondary school students may go on for a grade thirteen or honours diploma, the colleges were clearly designed for those students who did not plan to pursue their studies on to grade thirteen, and then to university.

These new colleges met with success; astounding growth to the point where today there are 22 separate colleges with 94 official campuses and more than 500 satellite operations, 85,000 full-time and more than 500,000 part-time registrants, and 15 million square feet of plant on an annual, projected operating budget of 650 million dollars for 1982-83. College graduates have fared well—well in excess of 90 percent placement each year.

Attracting students and maintaining enrollment has never been a problem. In fact, the reverse is true. Today, Ontario's colleges have difficulty coping with an ever-increasing number of applicants.

There are two reasons for this.

The first is directly related to the success of the colleges. The general population appears to believe that the surest path to employment today is through acquiring specific marketable skills rather than a broad, general education. Many secondary school students—even many university-educated students—have opted for the type of education the colleges offer.

The second reason is a demographic one. Unlike elementary and secondary schools, which are faced with declining student populations, the colleges are dealing with the last representatives of the baby boom, plus a population that is becoming more and more convinced of the virtues—indeed, the necessity—of continuing education.

We have a paradox: our success in attracting students, combined with the rapidly-changing nature of the working world, have become the major reasons for the difficulties we are encountering today.

Why does this perplexing puzzle exist?

There's restraint in government spending, which affects all public sector activities.

Education, like health care, is an expensive proposition, so in times of tight money and spending cuts, we have had to find ways to reduce cost and improve efficiency — to do more with less.

Many of the high technology, high-skill programs of the colleges are especially expensive to equip and deliver, yet in only one of the past five years — this year — has the operating grant to the colleges been increased to meet or exceed the rate of inflation.

Too many students, too little money; this has been the desperate reality faced by the colleges for the last several years.

Yet, faced with this reality, we must resist the temptation to enthrone short-term conditions as guidelines for the future. Colleges will make themselves even more vulnerable to future budget cutbacks unless we positively and aggressively address the question, "Where are we going?" Only then will we be able to determine how, and how well, we will survive.

What is to be done?

I believe that we must address the challenges of change and diminishing resources both at the individual college level and at the system level.

Peter Drucker has written:

> "The uncertainties ahead require strategies for tomorrow — strategies that anticipate where the greatest changes are likely to occur and what they are likely to be, strategies that enable business — or a hospital, a school, a university — to take advantage of new realities and to convert turbulence into opportunity...In turbulent times the first task of management is to make sure of the institution's capacity for survival, to make sure of its structural strength and soundness, of its capacity to survive a blow, to adapt to sudden change, and to avail itself of new opportunities."

Just so — strategy, adaptability, strength, initiative — those are the keys. It is summed up in the Latin phrase, "carpe diem" — seize the day.

And at the college level, following Drucker's advice could include looking at options such as:

- Developing strategies to enhance student retention and assure more effective matching of student aptitudes and abilities with the needs of a high-skill marketplace.

- Monitoring existing programs and developing new programs to ensure that the unique and valuable type of education offered by the colleges is at all times in tune with the needs and expectations of employers.

- Building on the concept of program strength by reducing the duplication of programs at several colleges in favour of concentrating offerings at a particular college or colleges that have attained excellence in a particular program area.

- Promoting the ways in which colleges actively serve the community (be that community local, state or provincial, or national): the providing of employment related skills education that increases the professional expertise of the work force and enhances the productive capacity of the community now and in the future.

- And last but not least, encouraging, at all levels, the active involvement of faculty, staff and administration in developing their own capabilities and as a result, encouraging more efficient, responsive and professional institutions.

What each and every college can do, in short, is conceive of the challenges of change

and diminishing resources as opportunities to be met with skill, energy and imagination.

At the system level, ACAATO has been moving forward to meet these challenges and will continue to do so.

In Ontario, we have often functioned as a system of colleges, rather than as a college system. ACAATO is, I believe, helping to transform the former into the latter. Currently, we are examining a report on "future directions" of the Association.

We have, as you have, found that, at the system level, colleges have the opportunity to proceed on a collective basis in areas such as program development, management guidelines, and government and community relations.

It is becoming increasingly more important to share our resources, our expertise, our ideas—ACAATO, I feel, will become a major facilitator in that process.

All aspects of life, all institutions—including community colleges—are challenged by these difficult times. To seize the day, to take advantage of the new realities and to convert turbulence into opportunity—that is how we, as trustees, governors and presidents, can go forward to meet the future.

For those of us who work on behalf of community colleges, tomorrow can be a time of unparalleled success and rewards. With commitment, courage, skill, industry and imagination we can shape the future into the fulfillment of our greatest expectations for our students, our graduates, our colleagues and our communities.

Tomorrow is waiting for us.

Stretching Your Education Dollars By Energy Saving Remodeling

James T. Martin, Trustee
Hawkeye Institute of Technology
Waterloo, Iowa

A lot of the energy saving features we speak of today are easily incorporated in new construction, but in this day of declining enrollments and decreasing revenue we must live with the buildings we now have. This means that we must acquaint ourselves with the term retrofit. The term retrofit means remodeling to incorporate new improvements to achieve better use and savings. Most of us have had some experiences in remodeling, or have friends that were involved in remodeling their home or business, or whatever, so the watchword is caution. There are some definite things to remember when trying to make changes to save energy.

The envelope or outer shell is still the best place to make changes to save big bucks in a relatively short period of time. This is normally called the payback period. I trust most of us have made a preliminary energy audit. This should cover the obvious fix-up such as caulking, closing cracks, and checking heating and cooling systems to bring these units up to top operating efficiency.

So the first things to look at are the windows. Most institutions have an excess of glassed areas. Now there are definite reasons to believe that we cannot afford the energy loss that these energy wasters give us. It is real tough to reduce the glass area and not disturb the architectural correctness of the building. It will sometimes be necessary to get professional help to correct the situation, but even the architects have difficulty really appreciating the problem, so the lay board members must insist upon the main objective of energy savings.

This can be accomplished by insisting on less window area, improved replacement window quality, and better window covering, including window blankets. A normal single pane window has an R value of 1. Double or triple pane glass can increase this to as high as R 3. Heat loss puts a load on the heating system. Heat gain puts a load on the cooling system. Much more attention must be given to window covering, blinds, shades and a new item, window blankets.

Much attention must now be given to the orientation of the building as to window location. The sun can be a real factor in heat gain, either in summer or winter. South or near south locations of windows will pick up the most passive solar energy. This can cause an additional cooling load in early spring through summer and early fall.

There are methods that must be included in retrofitting to counter problems. Addition of awnings and window covering are some of these methods. Sometimes it will be advisable to close off the northwest and east exposed walls by eliminating the bottom half of the windows and covering the walls up to the windows with earth berms.

The second area of consideration is large open areas that have large entrances opening to the outdoors. In earlier times the design of most buildings included a vestibule or some means of stopping a large influx of air when people used the entrance. We must go back to this system because it is the only practical way to handle the problem.

The doors themselves are usually a place

where improvement can be made. Well insulated design and proper weather stripping is a must, also proper maintenance. Constant use makes maintenance a high priority.

Another part of the envelope that can be retrofitted with a very good payback is usually the ceiling. An insulation R value of 4, is common, in most buildings it is usually below 10. This is true in all areas. Recently in the Midwest area some increase in ceiling R factor has been noticed, also in the northern regions and in new construction. Increased insulation in the ceiling—roof area can pay, even in the so-called sun belt, because of reduced cooling costs. Insulation should be increased when roofs are replaced. When you consider retrofitting the overhead area, the usual place for the insulation is over the roof deck under the roofing materials, but in older construction sometimes you have to consider locating the insulation above drop-ceilings or even construct some kind of suspension system in-between the finished ceiling and the roof area.

This leaves the sidewalls, including basement areas to be considered. The basement or underground areas regardless of use, if heated, are definite users of energy. The most practical way to correct this situation is to dig down and place the insulation on the outside of the foundation, or if an earth berm is put in place, the insulation could be put in place beforehand. Of course adequate provision for waterproofing and mechanical protection must be provided for the insulation.

The above gradeside walls are the hardest to make more energy efficient. Also they usually have the longest payback period, however they must be considered after a close inspection determines that all proper caulking, tuck pointing, and repair has been done. In the case where this is going to be very costly, it is now possible with some new materials recently developed, that a whole new exterior covering can be put in place with a very good R value. However, these materials should be installed with the advice of a competent architect, because of the technical aspect of their individual institutions and different conditions under which these materials will be installed.

Solar Energy is being given a lot of consideration, but most of the people that have really studied the facts are recommending that the building itself must be brought up to the highest efficiency before solar retrofit is considered. Even then, except in the case of domestic hot water supply, solar state of the art is such for school payback, it is not very feasible. However, in the case of new construction and geographical location, solar should at least be considered.

The next field is not in the building or heating plant but rather in the day-to-day use. The human management of energy use is very tedious. This is where the computers come into the picture. The so-called energy management systems are here and are rapidly becoming a very valuable source of energy and manpower saving. Some systems properly programmed will pay for themselves in two and one-half years to four years. With a life expectancy of 10-12 years, they become very realistic. These machines can be tied into room-use programming as well as better energy consumption. They can provide a very efficient security system, a very good fire surveilance system and do these things with less human effort. Meaningful records can be kept with a minimal amount of effort.

A great deal has been published about making a buiding so tight that the individual's health is in danger. This is where the computer can really be used very efficiently, because proper programming can take care of ventilation problems far better than human management systems. Proper filtering, blending of fresh air, and rigid control of heating and cooling units can be monitored far better than any other system. It is true that the computer field is probably changing

faster than any other new field, but the present state of the art is such that tremendous savings can be realized, both in manpower and actual energy used. Also most improvements over the next decade can probably be incorporated in the present units. At least, the savings made possible can still be enjoyed, as the cost of energy escalates.

In closing, I want to tell you about a building we now have under construction at the Hawkeye Institute of Technology campus. It has approximately 74,000 square feet to be used for business and health courses. It is a two-story building with the first story bermed up to approximately second floor level. Insulation and window area is such that no additional energy, except that generated by the normal use will be required in our climate. We do have a system of heat pumps to redistribute the internal build-up heat, provide overnight and week-end storage, and also provide cooling.

Trustees and Presidents: Common Cause

Clifford S. Peterson, President
Quinsigamond Community College
Worcester, Massachusetts

In this article I would like to help define the role of the community college board and president, as well as to discuss "grey areas" where those responsibilities can overlap. As each of us is most aware, the relationship between trustees and presidents is a complex one that requires constant attention if their "common cause"—the effectiveness of the college—is to be achieved.

I will review the recent literature defining the role of trustees and presidents and then outline the essential ingredients of our means of transacting board business at Quinsigamond. This is a process that we believe enables us to work together effectively.

Very helpful delineation of the roles of community college trustees and presidents have been provided over the past thirty years by numerous organizations and individuals. For our purposes I will summarize commonly agreed upon definitions from the 1973 Carnegie Commission[1], the Association of Governing Boards[2], and two publications of our own organization, ACCT[3,4]

These publications agree that the responsibility of a board of trustees, in broad terms, is to:
1—define the mission of the institution,
2—determine institutional objectives and priorities and
3—establish policies that will enable those objectives to be met.

The responsibilities of the president, therefore, are to:
1—recommend appropriate policies, objectives, and definitions of mission to the board; and
2—carry out those policies established by the board.

More specifically, the literature agrees that the role of the board includes:
1—to select and appoint the president,
2—to monitor the president's performance.
I might point out here that some authors present, facetiously I hope, a point of view that these should be the only roles of the board and that each board agenda should be limited to consideration of continuing the employment of the president.

Obviously, the responsibilities of the board are much broader and more complex than this and it is in the remaining responsibilities that the "grey areas" of interrelated relationships with the president's responsibilities exist. These are:
3—to assure the fiscal integrity of the college,
4—to defend the autonomy of the institution, (a most important role for community college trustees if the college is to truly reflect the needs of the geographic region it serves and be worthy of "community" as its middle name.)

The remaining responsibilities of the board, as defined in the literature are:
5—to enhance the college in the community, state, and federally (the advocacy role),
6—to interpret the community to the campus,
7—to act as a court of last appeal.

Surprisingly enough, the literature does not

agree on any reference to curricular matters but as one who has come through the ranks of the faculty, academic dean, and academic vice president I would certainly add:
8—to assure the academic integrity of degrees, programs, and curricula.

I could discuss at length each of these eight roles of the board and the interrelationship of the trustees and president in the last six. However, in keeping with my aim to consider the "grey areas," I believe that in each instance it becomes a matter of defining where establishing policy ends and carrying out those policies begins. Unfortunately, there are no clearcut lines that we can apply but rather a basis for judgment that varies with each policy, and for each college depending upon the circumstances. There is no right way for all colleges or even a right way for a college in a particular matter. What is useful is a common yardstick against which the situation at hand can be measured by the trustees and the president.

One such yardstick is provided by Robert Hall[4] in ACCT's excellent publication on the "Relationship of the Board and the President in Community College Governance." Hall quotes an anonymous board member:

> "the function of the board is not to run the college properly, but to see that the college is run properly."

This, of course, brings us back to our second role of the board to monitor the president's performance. To this end, I personally have found another yardstick provided by the General Counsel for the Massachusetts Community Colleges while summarizing the college's case in a lawsuit involving an action by the college president:

> "In judging this matter, it is not our role to decide if we would have done the same in this circumstance as the president, but rather to determine if he acted in a logical manner consistent with duly established policy and procedures."

In short, neither the judge nor a board are to "second guess" the president as to "if he had done as they would," but instead to recognize that there are usually a number of acceptable options in any given situation and, therefore, concern themselves with the acceptability of the option selected—a test that I find very reliable in evaluating the actions of others, especially our subordinates.

The basis for effective trusteeship, as we have defined it here, clearly becomes one of open access to information. A board can only evaluate the actions of the president, assure fiscal integrity, defend the institution, enhance the college in the community, assure academic integrity, and act as court of last appeal, when it has full access to all pertinent information.

Toward this essential openness and communication, it is our belief at Quinsigamond Community College, that an effective board organization is key. Let me summarize the manner in which we regularly transact board business, recognizing that what works for one college may not be best for another college, and that there is always more than one way to successfully do anything.

The By-Laws of the Quinsigamond Board of Trustees include two rules which the literature agrees are essential for any effective board:
1—all business shall be transacted at a legal meeting, and
2—no member shall have the power to act in the name of the board except as specifically defined at a regular meeting.

In this regard we should note George Potter's important point in the ACCT "Handbook for Trustees" that the president must receive direction from the entire board acting at a duly held legal meeting, or from the chairman of the board as the result of actions at such a meeting.

At Quinsigamond the board has added two

more By-Laws that have assured fully informed action by each trustee on each action considered by the board as well as the opportunity for input from any concerned member of the college community. These are:
1—all motions shall be presented by a committee of the board or by a trustee in writing to the Secretary of the Board at least 5 days in advance of a regular meeting, and
2—all other business will be referred to the appropriate committee except in emergency circumstances by unanimous vote of those members present.

The process for implementing these By-Laws is as follows:
1—each month, the Chairman of the Board and the President meet to set up the agendas for each of the three standing committees including both proposed action items and information items. (Frequently an item will appear on all three agendas, usually as an action item for the appropriate committee and as an information item for others.);
2—five days prior to a committee meeting, an agenda for all three committees is sent to each trustee and posted for the college community (trustees are encouraged to attend any or all committee meetings if they have an interest in an agenda item or other business for consideration).
3—the board agenda, including all motions and supporting documents, as determined by the committees, is delivered to the place of business or residence of each trustee at least 72 hours before each meeting and posted for the college community.

The result is a board fully informed on all matters to be considered, the opportunity for input by the college community, and most importantly — no surprises for anyone.

There are obviously many ways to achieve an effective and harmonious relationship between the board and the president, but we find that, for us, the result of these By-Laws and this process is the openness, understanding, trust, and mutual respect necessary to achieve our "common cause."

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[1]Carnegie Commission on Higher Education. *The Governance of Higher Education: Six Priority Problems.* New York: McGraw-Hill, 1973.

[2]Zwingle, J.L. *Effective Trusteeship.* Association of Governing Boards of Universities and Colleges, 1975.

[3]Potter, George E. *Trusteeship: Handbook for Community College and Technical Institute Trustees.* Association of Community College Trustees, 1979.

[4]Hall, Robert A. *Challenge and Opportunity: The Board of Trustees, The President, and Their Relationship in Community College Governance.* Association of Community College Trustees, 1981.

The Role of the Trustee in Community Relations

Earl W. Scarrow, Chairman, Board of Governors
Mohawk College
Hamilton, Ontario, Canada

Those of us who are trustees are all in a community of one variety or another and therefore can all ask ourselves the same types of questions.

To illustrate, let us start with a bit of a quiz:
1. Can you define and describe your college in your community?
2. Do you know the college needs of your community?
3. Do you know the role of your college in relation to other sources of learning in your community?
4. Do you know the boundaries, geographically, of your college?

Most trustees understand that the college should reflect the community needs in education. However, what needs to be clarified is how to define that community, how to assess its educational needs and how to ensure that the college is meeting those needs.

It seems to me that there are five areas that may be examined and studied in more detail:
1. Identify and define the community,
2. Seek to clarify community attitudes about college services,
3. Identify community needs for your individual community,
4. Determine how well your college is meeting these needs,
5. Last, but not least, integrate your college's role with the many other educational sources in your community.

Although it is a trustee's responsibility to take a lead in establishing a strong and lasting relationship with the community, this can come about only with the involvement and concurrence of the chief executive officer of the college and thus it becomes a partnership effort that will only succeed well if both parties are equally aware of the goals.

I would now like to go into more detail on these five points previously mentioned:

1. Identify and define the community. Obviously, the geographic boundaries are of consequence. The proportion of rural to urban areas, the total population, the livelihood of the area and whether it is highly industrial, commercial, agricultural or perhaps it is a mixture of all of those and more. Also, is it rich or poor in relation to other communities? Possibly one segment should lean towards a particular type of education to serve the needs of that segment whereas another may be quite different and still be within the boundaries of the college. It would be stupid to stress agriculture in a highly concentrated urban and perhaps industrial area. Conversely, it would be just as stupid to lean on, for instance, metallurgy in a rural setting. Thus the college must stay relevant and must be prepared to change that relevancy when conditions in a community change.

This point is important in the long-range planning for the college.

2. Seek to clarify community attitudes about college services. To an extent, this area is similar to point one. However, while description and definition of a community is an essential first step, a deep

understanding of the attitudes of the people in the area is also important.

How do we get to know those attitudes? It is important to have ways of soliciting attitudes from the various and frequently diverse sectors.

Does the college have a good image? Do people look upon your college as a truly necessary part of the educational system, or do they think of it as a somewhat secondary source of retraining or of short courses in the much cliched basket weaving types of learning. Do they consider a diploma or a certificate from the college a valuable asset in obtaining suitable employment and do employers in the area recognize the value of such diplomas and of the skills and knowledge imparted?

Trustees should be aware of such attitudes and should make their thoughts and concerns about such attitudes well known at board meetings.

An alert college will use information gleaned by trustees to improve community attitudes. This is often important not only to the college's well being but also for the betterment of educational standards in the community.

3. Identify community needs for your individual community. After data has been gathered from the community, and an analysis made, it will usually be found that quite a few questions, as well as answers, have been generated. In order to make sound decisions, board members will have to gain the assistance of professionals to help with any long-term planning in the community, as the professionals should be aware of any future trends in education. They must sift through conflicting information to ascertain what will require careful study.

Furthermore, goals must be realistic in terms of what the college can produce in the special fields found to be needed in the community.

4. Determine how well your college is meeting these needs. Obviously the historical pattern established by your college will form a basis for all its functions and subsequently change to meet needs is going to be a continuing program.

You should realize that needs will *always* exceed resources in order to meet those needs causing the board to be constantly faced with decisions allocating resources. It may be necessary to occasionally vote "NO" to proposed community needs. Common sense and a sense of balance must be applied to get the "maximum for the minimum."

5. Integrate your college's role with the many other educational sources in your community.

One difficult task that a college and its board face is integrating services with other services in the community. Unfortunately, this is frequently done rather haphazardly and young people, in particular, are faced with a real jigsaw puzzle of overlapping courses when this happens.

It should be remembered that it is our money, as taxpayers, that is being spent on education and unless the college identifies and integrates with secondary schools, private training facilities and other colleges and universities, then our money is not being spent wisely and the board and college are not doing well in carrying out the role assigned to them. A word regularly used in the recent days of budgetary disasters is "rationalization." It may have become a sort of buzz word in a sense but where the principle fits, give it your support.

So your college may lose one of its sacred cows—no doubt the law of averages will return to you something that will in the future become just as sacred and will at the same time save us poor overburdened taxpayers.

Addressing The Student Financial Crunch

Ralph C. Tyler, Trustee
Cuyahoga Community College
Cleveland, Ohio

The problem of "Addressing the Student Financial Crunch" as it relates to community colleges is different from this problem at four-year institutions. The fact that student aid is being cut at the federal level has a chain reaction effect at the state and local levels. Cutbacks and elimination of student aid at the federal level, in programs such as Supplemental Educational Opportunity Grants (SEOG), affect the most needy students, and cause many of the students in four-year schools or those contemplating matriculation at such institutions, to seek admittance to the two-year community colleges because of their vastly lower fees. This is already taking place as shown by the increased enrollment in community colleges and Cuyahoga Community College in particular.

This increase offers a twofold problem to the community college family. First is the problem of handling the sudden increased enrollment while still maintaining a high level of academic standards. The second problem is selecting those applicants who would seem to have the lowest risk of default or fraud and yet would maintain an acceptable academic standard.

It is my opinion, as a trustee, that the burden of handling these issues is important enough that the college administration needs to be bolstered and guided by strong trustee policy decisions. I would offer the following questions as pertinent study areas which can lead trustees to the development of these needed policies in "Addressing the Student Financial Crunch" as it relates to community colleges.

- Are direct loans, from the college or from private local firms, a feasible way to absorb some of the financial burden?
  —At below market interest rates?
  —Can Banks, Savings and Loans, and private lenders be encouraged to participate more fully?
  —Can trustees lend their influence here?
- Are the cutbacks in student aid and loans here to stay?
- How should trustees analyze the federal cutbacks as they relate to and affect the state and local programs?
- Will the trend towards higher enrollment in community colleges, because of the economy, be a permanent and increasing problem?
- How will this trend affect our ability to control and monitor student aid against fraud and default?
- What instruments can institutions use to minimize defaulted and fraudulent loans?
- Is insurance a necessity and where is the cutoff?
- What can be done at the institutional level to bridge the uncertainty of the present-day aid from Federal and State sources?
  —(Stronger Direct Loans · Short Term Loans)

From the Trustees' standpoint:

- What is the Trustee's responsibility to keep tuition and student costs as low as possible and still insure quality education?
  —(Cost Controls at College)
- What is the Trustee's responsibility to the institution and administration in forming a policy consistent with today's projected trends in student aid?

—(Lobbying - closer scrutiny of your plan)

- Should less emphasis be placed on athletic aid and more on academic achievement aid? Or, should there be a closer scrutiny of athletic aid with higher standards?

These questions would seem to present some very pressing problems to the Trustees of community colleges and need, in my opinion, to be immediately addressed at the policy level so that the integrity of the institutions can remain intact and so that the administrations can have the policy backing of their boards in this critical area during this difficult time.

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